Business & Marketing Technology Program Update Book

(Revised)

2015-2016

Arkansas Department ACE of Career Education

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2015/2016

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Department of Career Education - Business/Marketing Technology
2015-2016 Clusters and Pathways

Foundation Core: (Prerequisites to all)

Option:1
□ Career Orientation (7th or 8th Grade)
□ Keyboarding (7th or 8th Grade)
□ CT: Intro. / □ Authorized Substitute (7th or 8th Grade)

Option:2
□ Career Orientation (7th or 8th Grade)
□ Keyboarding (7th or 8th Grade)
□ ACE-Approved IT: Fundamentals (8th Grade)

One of the following is the **Core Requirement** for **all** Clusters and Pathways.

Option 1
□ Computerized Business Applications (CBA) (1)

Option 2
□ ACE-Approved Computer Applications (CA) I (.5)
□ ACE-Approved Computer Applications (CA) II (.5)

Business, Management & Administration Cluster

Pathway: **General Management**

Management POS
□ Management (1)
□ Computerized Acct. I (1)

Pathway: **Administrative Services**

Office Administration POS

Option 1
□ Office Management (1)
□ Computerized Acct. I (1)

Option 2
□ Computerized Acct. I (1)
□ Office Education Cooperative (1)

Information Technology Cluster

Pathway: **Web Design and Digital Communications**

Digital Communications POS
□ Digital Communications I (.5)
□ Digital Communications II (.5)
□ Digital Communications III (.5)
□ Digital Communications IV (.5)

Web Design POS
□ Web Design I Foundations (1)
□ Web Design II Site Designer (1)

*Digital Communications POS **Will Replace** Desktop Publishing POS AND Multimedia POS in **2013-2014** school year. This is a four-year transition period to modify course offerings.

Finance Cluster

Pathway: **Accounting**

Accounting POS
□ Computerized Acct. I (1)
□ Computerized Acct. II (1)

Pathway: **Business Finance**

Business Finance POS
□ Computerized Acct. I (1)
□ Adv. Spreadsheet Applications (.5)
□ Adv. Database Applications (.5)

Pathway: **Insurance**

Insurance and Risk Management POS
□ Computerized Acct. I (1)
□ Intro. to Finance (.5) OR Economics
□ Ins. & Risk Mgmt. (.5)

Pathway: **Securities and Investments**

Securities and Investments POS
□ Computerized Acct. I (1)
□ Intro. to Finance (.5) OR Economics
□ Invest. and Sec (.5)

Pathway: **Banking Services**

Banking POS
□ Computerized Acct. I (1)
□ Banking and Fin. Principles (.5)
Plus 1 of the following courses:
□ B&F Ops./Teller Training (.5)
□ B&F Consumer Lending (.5)
□ B&F Law (.5)

Hospitality and Tourism Cluster

Pathway: T**ravel & Tourism**

Hospitality POS

Option 1
□ Intro. to Travel/Tourism (.5)
□ Intro. to Hospitality (.5)
□ Travel Destinations (.5)
□ International Travel (.5)

Option 2
□ Intro. to Travel/Tourism (.5)
□ Intro. to Hospitality (.5)
□ Lodging Management I (1)

Marketing, Sales and Service Cluster

Pathway: **Marketing Research (Marketing Info. Mgmt. & Research)**

Marketing Tech. and Research POS

Option 1
□ Marketing (1)
□ Marketing Management (1)
□ Optional: Marketing Apprenticeship Work-Based Learning (1)

Option 2
□ Marketing (1)
□ Marketing Apprenticeship Work-Based Learning (1)

Pathway: **Marketing Management**

Entrepreneurship POS
□ Entrepreneurship I (.5)
□ Entrepreneurship II (.5)
□ Accounting I (1)

Required in-service training:

- **Information Technology Cluster** – Digital Communications courses and web design POS require ACE approved training prior to offering courses
- **Hospitality and Tourism Cluster** – All courses required ACE approved training prior to offering courses
- **Banking** program of study – Training is required through the Center for Financial Training website. Each course has separate training, and is required prior to offering courses

Industry Certifications available through BUSINESS AND MARKETING:

- IC^3
- MOS
- Adobe
- WISE

Arkansas Career Fields, Clusters, and Pathways

Learning that works for Arkansas
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❖ Agriculture, Food & Natural Resources
- Agribusiness Systems
- Animal Systems
- Food Products & Processing Systems
- Natural Resource & Environmental Systems
- Plant Systems
- Power, Structural & Technical Systems

❖ Finance
- Accounting
- Banking Services
- Business Finance
- Insurance & Investments

❖ Hospitality & Tourism
- Restaurants, Food & Beverage Services
- Travel & Tourism

❖ Business, Management & Administration
- Administrative Services
- General Management

❖ Marketing, Sales & Service
- Marketing Management
- Marketing Research

❖ Human Services
- Consumer Services
- Early Childhood Development & Services
- Family & Community Services
- Personal Care Services

❖ Education & Training
- Teaching & Training

❖ Arts, A/V Technology & Communication
- Media Communications
- Visual Arts

❖ Information Technology
- Network Systems
- Programming & Software Development
- Web Design & Digital Communications

❖ Architecture & Construction
- Construction
- Design & Pre-Construction

❖ Manufacturing
- Manufacturing Production
- Maintenance, Installation & Repair

❖ STEM
- Engineering & Technology
- Science & Math

❖ Transportation, Distribution & Logistics
- Mobile Equipment, Maintenance & Repair

Agriculture, Food & Natural Resources
CAREER FIELD

Business, Marketing & Management
CAREER FIELD

Communications & Information Technology
CAREER FIELD

Human Services & Education
CAREER FIELD

Industrial & Engineering Technology
CAREER FIELD

Health Science, Criminal Justice & Public Safety
CAREER FIELD

Arkansas Standards for College & Career Readiness

Specialized CTE work-based learning opportunities are available in FACS E² (Entrepreneurial Experience), Business/Marketing SBO (Small Business Operations) and COE (Cooperative Office Education), JAG (Jobs for Arkansas's Graduates), and Internship.

Foundation knowledge and skills for all career pathways include:

Academic and Technical Skills • Career Development
Critical Thinking & Problem Solving • Communication
Creativity & Innovation • Research Strategies
Personal Finance • Technology for Productivity
Collaboration • Cultural & Global Awareness
Civic & Personal Responsibility
Communication • Decision Making
Workplace Ethics

❖ Health Science
- Biotechnology Research & Development
- Health Services

❖ Government & Public Administration
- National Security

❖ Law, Public Safety, Corrections & Security
- Law Enforcement Services

LEGEND
- ❖ = Career Cluster
- ■ = Career Pathway

Arkansas Career Fields, Clusters, and Pathways Chart

ARKANSAS STANDARDS FOR COLLEGE & CAREER READINESS

Arkansas Standards for College & Career Readiness, located in the centermost section of the Career Fields, Clusters, and Pathways Chart, represent the base from which to build work and college readiness.

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CAREER FIELDS

Career Fields, which are identified in the segmented ring around Arkansas Standards for College and Career Readiness, are the organizing structure for the 16 career clusters and 38 pathways. The fields represent the broadest aggregation of careers. Students are normally exposed to career field exploration in middle school and early high school. Career fields have been identified as:

- Agriculture, Food & Natural Resources
- Business, Marketing & Management
- Communications & Information Technology
- Industrial & Engineering Technology
- Health Science, Criminal Justice & Public Safety
- Human Services & Education

CAREER CLUSTERS

Career Clusters, which are identified in the bold, colored bullets (❖), represent a grouping of occupations and broad industries into a national classification of 16 clusters that are based upon common knowledge and skills. Career clusters include hundreds of occupations that may be grouped into pathways around which educational programs of study can be built.

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, Audio/Video Technology & Communications
- Business, Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

CAREER PATHWAYS

Career Pathways, which are identified by the symbol (■) under each cluster heading, represent an organization of related occupational areas within a specific career cluster. Each of these pathways has identified knowledge and skills validated by industry from which programs and programs of study are developed.

Learning that works for Arkansas
CTE

Arkansas Programs of Study

The Arkansas Career Fields, Clusters, and Pathways Chart graphically depicts the organizing framework of the college and career readiness standards, career fields, career clusters, and career pathways that Arkansas will use for developing programs of study in career and technical education. Once developed, learners at various levels (high school, collegiate, or workforce training level) will then be able to choose from several individual programs within a program of study in order to attain the specific knowledge, skills, and abilities needed to pursue a career of their choice.

A career and technical Program of Study, as defined in ACT 743 of 2011, is a planned program of courses and learning experiences that:
(1) begins with the exploration of career options;
(2) supports basic academic and life skills; and
(3) enables achievement of high academic standards, leadership, high skill and high wage employment preparation, and advanced continuing education.

All public school students shall be provided a rigorous career and technical education program of study that links secondary education and postsecondary education and combines academic and technical education in a structured sequence of courses that progresses from broad foundation skills to occupationally specific courses. A student may earn postsecondary credits for career and technical education program of study courses that lead to a postsecondary credential, certificate, or degree.

Business

492010 Advertising (.5)
492020 Banking & Finance Consumer Lending (.5)
492030 Banking & Finance Law (.5)
492040 Banking & Finance Operations/Teller Training (.5)
492050 Banking & Finance Principles (.5)
492060 Business Communications (.5)
492070 Business Law I (.5)
492080 Business Law II (.5)
492100 Computerized Accounting I (1)
492110 Computerized Accounting II (1)
492120 Computerized Business Applications (1)
492140 Advanced Database (.5)
492150 Digital Communications I (.5)
492160 Digital Communications II (.5)
492280 Economics (.5)
492170 Entrepreneurship I (.5)
492180 Entrepreneurship II (.5)
492190 Fashion Merchandising (.5)
491990 Financial Literacy (.5)
492210 Insurance & Risk Management (.5)
492230 International Travel (.5)
492250 Introduction to Hospitality (.5)
492630 Introduction to Marketing (.5)
492260 Introduction to Travel & Tourism (.5)
492220 International Business (.5)
492270 Investments & Securities (.5)
690050 Keyboarding 9-12 (.5)
690060 Keyboarding Applications 9-12 (.5)

492300 Lodging Management I (Business) (1)
492310 Lodging Management II (Business) (1)
492320 Management (1)
492330 Marketing (1)
492350 Marketing Management (1)
492340 Marketing Apprenticeship Work-Based Learning (1)
492690 Medical Office Procedures (1)
492360 Digital Communications III (.5)
492370 Digital Communications IV (.5)
492130 Office Education Cooperative (1)
492620 Office Education Work-Based Learning (1)
492380 Office Management (1)
492430 Retailing (.5)
492440 Salesmanship (.5)
492700 Small Business Operations (1)
492640 Sports and Entertainment Marketing (.5)
492450 Advanced Spreadsheet (.5)
460100 Technology Design and Applications (1)
492460 Travel Destinations (.5)
492670 Web Technologies (DWE-Approved)
492470 Word Processing I (.5)
492480 Word Processing II (.5)

By DWE Approval Only

492600 DWE-Approved Business Education (1)
590070 DWE-Approved Business Education (1)
492490 DWE-Approved Computer Applications I (.5)
492500 DWE-Approved Computer Applications II (.5)
492510 DWE-Approved Computer Applications III (.5)
590080 DWE-Approved Marketing Education (1)
492610 DWE-Approved Marketing Education (1)
492520 DWE-Approved Programming III (.5)
492550 DWE-Approved Senior Technology Seminar (1)
492650 DWE-Approved Web Page Design I – Foundations (1)
492660 DWE-Approved Web Page Design II – Site Designer (1)

DWE Approval Only Middle School

399020 DWE-Approved Computer Applications I Grade 8
399010 DWE-Approved Information Technology: Fundamentals
399230 DWE-Approved Keyboarding Grade 5-6
399240 DWE-Approved Keyboarding Connections Grade 7-8

Middle School

399040 Computer Technology: Introduction
378910 Information and Communications Technology Grade 7-8
355910 Input Technologies Grade 5
378920 Introduction to Business Communications and Technology Grade 7-8
399050 Keyboarding Grade 7-8
399060 Keyboarding Applications Grade 7-8
366910 Technology Communications Grade 6

Sixteen Career Clusters

Career clusters provide a way for schools to organize instruction and student experiences around sixteen broad categories that encompass virtually all occupations from entry through professional levels. The sixteen clusters are:

Agriculture, Food & Natural Resources	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
Architecture & Construction	Careers in designing, planning, managing, building and maintaining the built environment.
Arts, A/V Technology & Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
Business, Management & Administration	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.
Education & Training	Planning, managing and providing education and training services, and related learning support services.
Finance	Planning, services for financial and investment planning, banking, insurance, and business financial management.
Government & Public Administration	Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.
Health Science	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Hospitality & Tourism	Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.
Human Services	Preparing individuals for employment in career pathways that relate to families and human needs.
Information Technology	Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.
Law, Public Safety, Corrections & Security	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
Manufacturing	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
Marketing, Sales & Service	Planning, managing, and performing marketing activities to reach organizational objectives.
Science, Technology, Engineering & Mathematics	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
Transportation, Distribution & Logistics	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Arkansas Department
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Program Policies and Procedures

for

CAREER AND TECHNICAL EDUCATION

Secondary Programs
Adult Skill Training

ACCESS THE PROGRAM POLICIES AND PROCEDURES FOR CAREER AND TECHNICAL EDUCATION AT THE FOLLOWING LINK:

http://tinyurl.com/q3kraog

Career and Technical Education
Program Operational Guides

Asa Hutchinson, Governor
Dr. Charisse Childers, Director

Statement of Assurance

All vocational opportunities are offered without regard to race, color, national origin, sex, handicap, or age. The following civil rights laws protect individuals from discrimination in programs or activities receiving federal financial assistance:

Title IV of the Civil Rights Act of 1964
Title IX of the Education Amendments of 1972
Section 504 of the Rehabilitation Act of 1973
Age Discrimination Act of 1975

RELATED LINK: Go to the Department of Labor for assistance with specific laws and regulations, http://www.dol.gov/dol/compliance/compliance-majorlaw.htm.

Summary of Dates/Forms Associated with Instructional Programs		
Date	**Form # and Web Site Address**	**Name of Form**
Friday after Labor Day	(**http://ace.arkansas.gov/CareerandTechEducation /TeacherInformationSystem.htm**)	Computer submission of **Teacher Information**
October 1		Notification by letter of schools using concurrent credit to meet standards
October 1	**WE-92** (Error! Hyperlink reference not valid.)	C & T New Program Start-up Proposals
December 15	**WE-4** (**http://ace.arkansas.gov /CTESCTENewandExpandedPrograms.htm**)	Reimbursement for C & T New Program Equipment
June 30		STRIVE End of Year Report
2 weeks prior to beginning of class	**WE-6** (**http://ace.arkansas.gov /CTESCTEReporting%20Forms.htm**)	Application for Adult Skill Training Class (no classes will be approved after May 1)
No later than 2 weeks after completion of class	**WE-PD** (**http://ace.arkansas.gov /CTESCTEReporting%20Forms.htm**)	Adult Skill Training Class Enrollment Report (all reimbursement requests must be received by May 30)

Program Approval Process

Annual Program Approval (Teacher Information System)

If a program was **conditionally approved** during the previous year and one of the following actions applies the following year, then the district will receive the program status indicated.

ACTION	STATUS TO RECEIVE
Critical Elements received from previous Technical Assistance visit & improvement plan not approved (see list below)	Disapproval
No CTSO previous year	Conditional Approval
No program of study	Conditional Approval
No required foundations (reviewed by appropriate program area)	Conditional Approval
Testing data reflects core courses were NOT tested	Conditional Approval
Meets all ACE standards	**FULL APPROVAL**

If a program had **full approval** during the previous year and one of the following actions applies the following year, then the district will receive the program status indicated.

ACTION	STATUS TO RECEIVE
Problems are corrected	**FULL APPROVAL**
Problems not corrected	Disapproval
Critical Elements received from previous Technical Assistance visit & improvement plan not approved (see list below)	Disapproval

Onsite Compliance Review (Technical Assistance Visit)

Onsite technical reviews are conducted on a five-year rotation. All information regarding these TA visits can be found on the ACE website (http:ace.arkansas.gov) under Career & Technical Education, Technical Assistance.
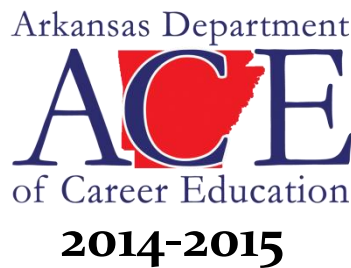
2014-2015
Start-up Equipment Computer Standards

Level I standards:

All areas will utilize Level I standards unless noted by program area that Level II standards are needed. Arkansas Department of Career Education (ACE) will follow the recommended guidelines issued by PARCC regarding Level I computer and tablet purchases. A link to these guidelines follows:

http://parcconline.org/sites/parcc/files/Technology%20Guidelines%20for%20PARCC%20Assessments%20v%204_2%20May%202014.pdf

Level II Standards:

Windows
- Intel® Pentium® 4 or AMD Athlon® 64 processor with 64-bit support; Intel Core™2 Duo or AMD Phenom® II processor required for Premiere Pro, After Effects, and Encore; Intel Core i7 processor required for SpeedGrade
- Windows 7 with Service Pack 1; Windows 7 with Service Pack 1 (64 bit)
- 2GB of RAM (4GB recommended) for 32 bit; 4GB of RAM (8GB recommended) for 64 bit
- 30GB hard-disk
- Additional disk space required for disk cache, preview files, and other working files; 10GB recommended
- 1280×900 display with 16-bit color and 512MB of VRAM
- OpenGL 2.0-capable system
- Sound card compatible with ASIO protocol or Microsoft Windows Driver Model
- Internal or external DVD-ROM drive compatible with dual-layer DVDs (DVD+-R burner for burning DVDs; Blu-ray burner for creating Blu-ray Disc media)
- Java™ Runtime Environment 1.6 (included)

Mac OS
- Multicore Intel processor with 64-bit support
- Mac OS X v10.6.8 or v10.7
- 4GB of RAM (8GB recommended)
- 30GB hard-disk
- Additional disk space required for disk cache, preview files, and other working files; 10GB recommended
- 1280×900 display with 16-bit color and 512MB of VRAM
- OpenGL 2.0-capable system
- DVD-ROM drive compatible with dual-layer DVDs (SuperDrive for burning DVDs; Blu-ray burner for creating Blu-ray Disc media)
- Java™ Runtime Environment 1.6

Minimum Facility Requirements

http://arkansasfacilities.arkansas.gov/

SAFETY

Space and special equipment for CTE laboratories are varied and unique. Safety should be of the utmost consideration at all times in planning a facility and locating equipment. Sufficient electrical power should be included to support major pieces of equipment in the lab, including a sufficient number of electrical outlets. OSHA standards shall be followed where applicable.

A student wash up area shall be provided. Proper exhaust and filtration of harmful fumes/dust shall be provided. The laboratory shall be zoned and color coded identifying specific work areas and pedestrian walkways. Large open areas for instructional activities shall be provided.

Caution must be exercised and enrollment must be limited so that an overcrowded situation does not occur. For the specifications for the laboratory areas, please see the Arkansas Facilities website listed on the previous page.

Foundation and Support Courses for All CTE Programs of Study

355910   Input Technologies
1 Semester   Grade Level: 5 (NO CREDIT)
Input Technologies is a course designed to provide students with the necessary foundation skills to be successful in a technology enriched world. The minimum required amount of time to teach this course is forty minutes per week or its equivalent during the school year.

366910   Technology Communications
1 Semester   Grade Level: 6 (NO CREDIT)
Technology Communications is a course that continues to develop the technology skills learned in the 5th grade. Word processing skills will be expanded as well as the introduction to basic spreadsheet functions and manipulation. The minimum required amount of time to teach this course is forty minutes per week or its equivalent during the school year.

378910   Information and Communications Technology
1 Semester   Grade Levels: 7-8 (NO CREDIT)
This course is designed to prepare students for the transition into 9th grade. This course is the culmination of skills mastered beginning in the 5th grade, while adding database and electronic presentation skills. The minimum required amount of time to teach this course is sixty clock hours or one semester.

378920   Introduction to Business Communications and Technology
1 Semester   Grade Levels: 7-8 (NO CREDIT)
Introduction to Business Communications and Technology is the first semester of a two-semester foundation sequence designed to provide students with the necessary foundation skills to be successful in a technology enriched world. Word processing skills will be expanded as well as the introduction to basic spreadsheet functions and manipulation. The minimum required amount of time to teach this course is sixty clock hours or one semester.

399040   Computer Technology: Introduction
1 Semester   Grade Levels: 7-8 (NO CREDIT)
Computer Technology: Introduction is a one-semester course designed to prepare seventh- and eighth-grade students with an introduction to computers and business applications that are necessary to live and work in a technological society. Emphasis is given to data entry, computer concepts and operations, programming and design, computer software, implications of technology in society, and ethics. The course is designed to provide students with an understanding of the business, industrial, and scientific areas in which the computer is used.

399050   Keyboarding
1 Semester   Grade Levels: 7-8 (NO CREDIT)
Keyboarding is a one-semester course designed to help students develop speed and accuracy by learning the touch operation of alphanumeric/keyboard characters. Emphasis is placed on the following: mastery of the keyboard with desirable keyboarding techniques; development of speed and accuracy; basic problem-solving applications of centering and arranging reports, letters, and tables; proofreading; formatting; and proper care of the equipment. Keyboarding is a foundation for developing entry-level skills for business careers.

399100   Career Orientation
1 Semester   Grade Levels: 7-8 (8th grade recommended) (NO CREDIT)
This foundation course for all programs of study uses hands-on activities and research to provide an opportunity for exploring careers in the 16 career clusters.   Career preparation and development begins with the establishment of individual career and education plans. **(This course is planned to transition out, replacing it with Career Development.)**

399280   Career Development
1 Semester   Grade Levels: 7 or 8 (8th grade recommended) (NO CREDIT)
This CTE foundation course is a one or two semester class for grades 7-8 designed to teach career development through research and understanding of self and the world of work for college and career readiness. Career research and decision-making with education and training plans for exploration and development will be core standards. Students will be knowledgeable of career options, and the personal skills, aptitudes, and employer expectations of future careers of choice. Students will identify personal traits and characteristics for a better understanding of self in their pursuit of finding a meaningful, fulfilling and rewarding career. Through better recognition and understanding of personal interests, values, aptitudes and abilities students can assess how they relate to the world of work in order to acquire the skills necessary for appropriate placement in the workforce. In addition, students will demonstrate the use of technology to gather information about careers and demonstrate an understanding of the ways in which work, family, and leisure roles are interrelated. Students shall develop a career focus with viable expectations for success based upon careful research, consistent planning and employment preparation.

399170   ACE-Approved Keystone
1 Semester   Grade Levels: 7-8 (NO CREDIT)
This program is designed to help students make smooth transitions to the high school facility. It is customized by faculty members to meet the needs of individual project sites. The purpose of the program is to decrease the number of disciplinary referrals, lower the drop-out rate, raise test scores, increase student involvement in school activities, and promote sound career development planning. Although keystone programs

originated as orientation programs for schools implementing academies, they may be adapted for use in regular school environments. **(Local frameworks must be sent to the ACE Curriculum Office for program approval.)**

493850   Keystone
Credit: .5   Grade Levels: 9-10
The Keystone course is designed to help ninth and tenth graders successfully navigate high school. Students will receive instruction on study skills, self-awareness, and goal setting strategies. This transition course will create a sense of belonging among students by having them become productive citizens of their school and community. Students will receive guidance in investigating their own interests and aptitudes in relation to possible *Career Pathways* and life-long learning and will begin developing a flexible education plan for high school. Keystone will help students to develop *Personal Success* through 21st century skills, such as, communication, teamwork, and creativity. This will be done through planned activities that encourage students to push themselves beyond their comfort zone (paradigm). Keystone will help students realize relevancy in *Academic* and *Life Skills* through the activities and discussions within the classroom. Through guidance and self-evaluation, along with the principles of The 7 Habits of Highly Effective Teens, students will put *Keystone in Action*.

Elective Courses for All CTE Programs of Study

493860   Internship
Credit: 1   Grade Levels: 11-12
This is a practical and supervised job experience designed to assist students to successfully transition from school-to-work or successfully continue their education in a chosen program of study or career focus area. Internships are individualized and competency-based. It focuses on the SCANS competencies with emphasis on problem solving, teamwork, communication skills, applied math, literacy, and technology. It counts as one unit of credit toward completer status in any of the career and technical programs of study. Interns may receive 1 unit of credit for completing a minimum of 180 hours of internship and 18 hours of coordinator contact. Interns shall be limited to 4 credits for completing at least 720 hours of internship credit and 72 hours of coordinator contact within a consecutive two-year period.

493880   College and Career Readiness
Credit: .5   Grade Levels: 9-12
College and Career Readiness is a one-semester (.5 credit) course that can count toward completer status for any Career and Technical Education Program of Study. It is designed to provide the student with the necessary skills to evaluate fundamental employment ready skills and what they need from education to be prepared to refine their choices through a decision-making process and master the skills most needed by 21st century employers. This course is recommended for the first semester of the senior year to allow counselors working with seniors to prepare for graduation and college preparation. Students will assess labor market information, personal academic and career ready potential, and make application to postsecondary institutions. This course will use the Career Ready 101 curriculum to prepare students to take the ACT WorkKeys assessments to earn the Arkansas Career Readiness Certificate. **(493880 College and Career Readiness and 493900 Career Readiness replaces Workplace Readiness.)**

493900   Career Readiness
Credit: .5   Grade Levels: 9-12
Career Readiness is a one-semester (.5 credit) course that can count toward completer status for any Career and Technical Education Program of Study. It is designed to provide the student with the necessary skills to evaluate who they are, what they need in a career, research postsecondary options and career information. The major goal of Career Readiness is to engage students to develop characteristics and skills employers most desire. Students will evaluate personal traits for a better understanding of self in their pursuit of finding a meaningful, fulfilling and rewarding career then compare their traits to the characteristics employers expect for the purpose of identifying and developing the lacking skills. This course uses the Career Ready 101 curriculum to teach the 21st Century SCANS skills but does not include the WorkKeys skills from College and Career Readiness. This course supplements 493880.

493900   Career Ready 101 Online
Credit: .5   Grade Levels: 9-12
Career Ready 101 Online is a (.5 credit) course option to 493880 and 493900 that can count as an elective to complete any Career and Technical Education Program of Study. The major goal of Career Ready 101 Online is to engage students in digital learning to meet ACT 1280 and to prepare for postsecondary education. This course contains the CR101 curriculum WorkKeys Skills--Locating Information, Applied Math and Reading for Information found in the College and Career Readiness Course (493880). It also contains key Career Skills found in the Career Readiness Course (493900). It is designed to provide the student with the necessary skills to evaluate who they are, what they need in a career, and research postsecondary options and career information. This course is an alternative option for 493880 and 493900 and should not be taken in conjunction with either of the two since it is duplicative in the Career Ready 101 curriculum in many areas. CR101 Online is available through Virtual Arkansas.

493890   ACE-Approved Career Cluster Senior Seminar
Credit: .5   Grade Levels: 12
This class will enhance existing programs of study by offering students opportunities for program of study technical research, academic integration, business and industry interaction, oral presentation, and demonstration of learned skills. This class should allow students to synthesize learned information through the use of career scenarios.   It focuses on the SCANS competencies with emphasis on problem solving, teamwork, communication skills, applied math, literacy, and technology. This class may be offered for one or two semesters with .5 credit per semester.
(This course does not count toward CTE program of study completer status. Local frameworks must be sent to the ACE Curriculum Office for program approval.)

Operational Guide for

Business and Marketing Technology

CAREER CLUSTER PATHWAY – PROGRAM OF STUDY CROSSWALK	
Cluster: BUSINESS, MANAGEMENT & ADMINISTRATION	
Pathway	**Program of Study**
Administrative Services	Office Administration
General Management	Management

CAREER CLUSTER PATHWAY – PROGRAM OF STUDY CROSSWALK	
Cluster: FINANCE	
Pathway	**Program of Study**
Accounting	Accounting
Banking Services	Banking
Business Finance	Business Finance
Insurance & Investments	Insurance & Investments

CAREER CLUSTER PATHWAY – PROGRAM OF STUDY CROSSWALK	
Cluster: HOSPITALITY & TOURISM	
Pathway	**Program of Study**
Travel & Tourism	Hospitality

CAREER CLUSTER PATHWAY – PROGRAM OF STUDY CROSSWALK	
Cluster: INFORMATION TECHNOLOGY	
Pathway	**Program of Study**
Web Design & Digital Communications	Digital Communications Web Design (CIW)

CAREER CLUSTER PATHWAY – PROGRAM OF STUDY CROSSWALK	
Cluster: MARKETING, SALES & SERVICE	
Pathway	**Program of Study**
Marketing Research	Marketing Technology & Research
Marketing Management	Entrepreneurship

CAREER CLUSTERS: BUSINESS, MANAGEMENT & ADMINISTRATION; FINANCE; HOSPITALITY & TOURISM; AND INFORMATION TECHNOLOGY

BUSINESS TECHNOLOGY

Program Description

Business technology programs are designed to prepare individuals to perform managerial, research, and technical support functions related to production and buying as well as selling goods and services.

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Technical support functions include word processing and data-entry skills, use of the latest in modern business equipment, communication, and accounting skills. Business information processing includes the skills to process and retrieve internal business information and respond to external data requests. Enterprise management prepares individuals to develop, own, and operate businesses, including the applications of doing business in international markets and finance.

Occupational Program

Business technology has four career clusters from which students may choose. Specific courses are required for each of the programs of study (pathways); in addition, various options may be selected to complete the required curriculum.

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA) or DECA shall be an integral part of the business technology and marketing instructional program and shall follow the guidelines, goals, objectives, and shall participate in activities of the state and national organization.

CAREER CLUSTER: MARKETING, SALES & SERVICE

MARKETING TECHNOLOGY

Planning, managing, and performing marketing activities to reach organizational objectives

Program Description

Marketing technology provides instruction that prepares individuals to plan and execute, at the operational or direct sales level, the promotion and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives. Marketing tasks will include segments of the apparel and fashion industry, retailing of food, real estate, tourism, vehicle and petroleum operations, as well as developing business enterprises.

Occupational Program

One career focus program of study (pathway) is provided for students in this cluster, but several options are available as individual drawing boards are developed. The two two-semester capstone courses are Marketing and Marketing Management. In addition to the core marketing courses, related classes may be selected from those listed below in Optional Courses.

The career focus program of study for marketing technology is based on three broad competency areas that are essential for success in any marketing occupation—economic fundamentals of marketing; human resource foundation; marketing and business foundations.

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA) or DECA shall be an integral part of the business technology and marketing instructional program and shall follow the guidelines, goals, objectives, and shall participate in activities of the state and national organization.

Pathways and Programs of Study by Career Cluster

Business, Management & Administration Cluster

Business, management, and administration careers encompass planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. Business, management, and administration career opportunities are available in every sector of the economy.

General Management Pathway

Management Program of Study

Course Code	Core Requirements	Units of Credit	7th	8th	9th	10th	11th	12th
One Unit of the Following								
492120	Computerized Business Applications	1			X	X	X	X
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
AND								
492320	Management	1					X	X
AND One Unit of the Following								
492100	Computerized Accounting I	1				X	X	X
492070	Business Law I	.5				X	X	X
492080	Business Law II	.5				X	X	X
492060	Business Communications	.5			X	X	X	X
492380	Office Management	1			X	X	X	X

Administrative Services (Available as a Program of Study until 2017-2018)

Office Administration Program of Study

Course Code	Core Requirements	Units of Credit	7th	8th	9th	10th	11th	12th
One Unit of the Following								
492120	Computerized Business Applications	1			X	X	X	X
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
AND								
492100	Computerized Accounting I	1				X	X	X
AND One Unit of the Following								
492380	Office Management	1			X	X	X	X
492130	Office Education Cooperative	1					X	X

Finance Cluster

Planning, services for financial and investment planning, banking, insurance, and business financial management

Accounting Pathway

Accounting Program of Study

Course Code	Core Requirements	Units of Credit	7th	8th	9th	10th	11th	12th
One Unit of the Following								
492120	Computerized Business Applications	1			X	X	X	X
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
AND								
492100	Computerized Accounting I	1				X	X	X
492110	Computerized Accounting II	1				X	X	X

Banking Services Pathway

Banking Program of Study

Course Code	Core Requirements	Units of Credit	7th	8th	9th	10th	11th	12th
One Unit of the Following								
492120	Computerized Business Applications	1			X	X	X	X
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
AND								
492100	Computerized Accounting I	1				X	X	X
492050	Banking & Finance Principles	.5			X	X	X	X
AND One Unit of the Following								
492040	B&F Operations/Teller Training	.5				X	X	X
492020	B&F Consumer Lending	.5				X	X	X
492030	B&F Law	.5				X	X	X

Business Finance Pathway

Business Finance Program of Study

Course Code	Core Requirements	Units of Credit	7th	8th	9th	10th	11th	12th
One Unit of the Following								
492120	Computerized Business Applications	1			X	X	X	X
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
AND								
492100	Computerized Accounting I	1				X	X	X
492140	Database Applications	.5				X	X	X
492450	Advanced Spreadsheet Applications	.5				X	X	X

Insurance & Investments Pathway

Insurance & Investments Program of Study

Course Code	Core Requirements	Units of Credit	7th	8th	9th	10th	11th	12th
	One Unit of the Following							
492120	Computerized Business Applications	1			X	X	X	X
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
	AND							
492100	Computerized Accounting I	1				X	X	X
492270	Investments & Securities	.5			X	X	X	X
492210	Insurance and Risk Management	.5			X	X	X	X

Securities & Investments Pathway (Available as a Program of Study until 2017-2018)

Securities & Investments Program of Study

Course Code	Core Requirements	Units of Credit	7th	8th	9th	10th	11th	12th
	One Unit of the Following							
492120	Computerized Business Applications	1			X	X	X	X
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
	AND							
492100	Computerized Accounting I	1				X	X	X
492270	Investments & Securities	.5			X	X	X	X
	AND One-Half Unit of the Following							
474300	Economics	.5			X	X	X	X
492280	Economics	.5			X	X	X	X
491990	Financial Literacy	.5			X	X	X	X

Insurance Pathway (Available as a Program of Study until 2017-2018)

Insurance & Risk Management Program of Study

Course Code	Core Requirements	Units of Credit	7th	8th	9th	10th	11th	12th
	One Unit of the Following							
492120	Computerized Business Applications	1			X	X	X	X
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
	AND							
492100	Computerized Accounting I	1				X	X	X
492210	Insurance & Risk Management	.5			X	X	X	X
	AND One-Half Unit of the Following							
474300	Economics	.5			X	X	X	X
492280	Economics	.5			X	X	X	X
491990	Financial Literacy	.5			X	X	X	X

Hospitality & Tourism Cluster

Hospitality & Tourism encompasses the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services

Travel & Tourism Pathway
Hospitality Program of Study

Course Code	Core Requirements	Units of Credit	7th	8th	9th	10th	11th	12th
One Unit of the Following								
492120	Computerized Business Applications	1			X	X	X	X
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
AND								
492260	Introduction to Travel & Tourism	.5			X	X	X	X
492250	Introduction to Hospitality	.5			X	X	X	X
AND One Unit of the Following								
492460	Travel Destinations	.5			X	X	X	X
492230	International Travel	.5			X	X	X	X
492300	Lodging Management I	1			X	X	X	X

Lodging Pathway (Available as a Program of Study until 2017-2018)
Lodging Management Program of Study

Course Code	Core Requirements	Units of Credit	7th	8th	9th	10th	11th	12th
One Unit of the Following								
492120	Computerized Business Applications	1			X	X	X	X
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
AND								
492300	Lodging Management I	1			X	X	X	X
492310	Lodging Management II	1			X	X	X	X

Information Technology Cluster

Building linkages in IT occupations framework: for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services

Web Design & Digital Communications Pathway

Digital Communications Program of Study

Course Code	Core Requirements	Units of Credit	7th	8th	9th	10th	11th	12th
One Unit of the Following								
492120	Computerized Business Applications	1			X	X	X	X
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
AND								
492150	DC I-Digital Layout and Design	.5			X	X	X	X
492160	DC II-Digital Imaging	.5			X	X	X	X
492360	DC III-Digital Media	.5			X	X	X	X
492370	DC IV-Digital Audio/Video Productions	.5			X	X	X	X
Optional, but encouraged 4th Unit								
492550	ACE Approved Senior Tech Seminar	1						X

Web Design Program of Study

Course Code	Core Requirements	Units of Credit	7th	8th	9th	10th	11th	12th
Seek ACE prior approval before implementation								
A student may be added to Web Design by Teacher Recommendation								
One Unit of the Following								
492120	Computerized Business Applications	1			X	X	X	X
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
AND One of the following Two Options								
492650	Web Page Design I-Associate Design Specialist	1				X	X	X
492660	Web Page Design II- Internet Business Foundations/Network Technology Foundations	1				X	X	X
OR								
492150	DC I-Digital Layout and Design	.5			X	X	X	X
492160	DC II-Digital Imaging	.5			X	X	X	X
492670	Web Technologies	1				X	X	X
Optional, but encouraged 4th Unit								
492360	DC III-Digital Media	.5			X	X	X	X
492370	DC IV-Digital Audio/Video Productions	.5			X	X	X	X
492550	ACE Approved Senior Tech Seminar	1						X

Marketing, Sales & Service Cluster

Planning, managing, and performing marketing activities to reach organizational objectives

Marketing Management Pathway

Entrepreneurship Program of Study

Course Code	Core Requirements	Units of Credit	7th	8th	9th	10th	11th	12th
	One Unit of the Following							
492120	Computerized Business Applications	1			X	X	X	X
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
	AND							
492170	Entrepreneurship I	.5			X	X	X	X
492180	Entrepreneurship II	.5			X	X	X	X
	AND One Unit of the Following							
492100	Computerized Accounting I	1				X	X	X
492700	Small Business Operations	1				X	X	X

Marketing Research Pathway

Marketing Technology & Research Program of Study

Course Code	Core Requirements	Units of Credit	7th	8th	9th	10th	11th	12th
	One Unit of the Following							
492120	Computerized Business Applications	1			X	X	X	X
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
	AND							
492330	Marketing	1					X	X
	AND One Unit of the Following							
492350	Marketing Management	1					X	X
492340	Marketing Apprenticeship/Work-Based Learning	.5 – 2					X	X
492700	Small Business Operations	1				X	X	X

BUSINESS AND MARKETING TECHNOLOGY COURSES:

Course Code	Courses	Units of Credit	7th	8th	9th	10th	11th	12th
492140	Advanced Database Applications	.5				X	X	X
492450	Advanced Spreadsheet Applications	.5				X	X	X
492010	Advertising	.5			X	X	X	X
492020	Banking & Finance Consumer Lending	.5			X	X	X	X
492030	Banking & Finance Law	.5			X	X	X	X
492040	Banking & Finance Operations/Teller Training	.5			X	X	X	X
492050	Banking & Finance Principles	.5			X	X	X	X
492060	Business Communications	.5			X	X	X	X
492070	Business Law I	.5			X	X	X	X
492080	Business Law II	.5			X	X	X	X
492100	Computerized Accounting I	1				X	X	X
492110	Computerized Accounting II	1				X	X	X
492120	Computerized Business Applications	1			X	X	X	X
492150	DC I-Digital Layout and Design	.5			X	X	X	X
492160	DC II-Digital Imaging	.5			X	X	X	X
492360	DC III-Digital Media	.5			X	X	X	X
492370	DC IV-Digital Audio/Video Productions	.5			X	X	X	X
492170	Entrepreneurship I	.5			X	X	X	X
492180	Entrepreneurship II	.5			X	X	X	X
492190	Fashion Merchandising	.5			X	X	X	X
491990	Financial Literacy	.5			X	X	X	X
492210	Insurance & Risk Management	.5			X	X	X	X
492220	International Business	.5			X	X	X	X
492230	International Travel	.5			X	X	X	X
492250	Introduction to Hospitality	.5			X	X	X	X
492630	Introduction to Marketing	.5			X	X		
492260	Introduction to Travel & Tourism	.5			X	X	X	X
492270	Investments & Securities	.5			X	X	X	X
690050	Keyboarding (Local Credit Only)	.5			X	X	X	X
690060	Keyboarding Application (Local Credit Only)	.5			X	X	X	X
492300	Lodging Management I (Business)	1			X	X	X	X
492310	Lodging Management II (Business)	1			X	X	X	X
492320	Management	1			X	X	X	X
492330	Marketing	1				X	X	X
492340	Marketing Apprenticeship/Work Based Learning	1					X	X
492350	Marketing Management	1					X	X
492690	Medical Office Procedures	1					X	X
492230	Office Education Cooperative	1					X	X
492620	Office Education Work Based Learning	1					X	X
492380	Office Management	1			X		X	X
492430	Retailing	.5			X	X	X	X
492440	Salesmanship	.5			X	X	X	X
492700	Small Business Operations					X	X	X

Course Code	Courses	Units of Credit	7th	8th	9th	10th	11th	12th
492640	Sports and Entertainment Marketing	.5			X	X	X	X
460100	Technology Design and Applications	1			X	X	X	X
492460	Travel Destinations	.5			X	X	X	X
492670	Web Technologies	1				X	X	X
492470	Word Processing I	.5			X	X	X	X
492480	Word Processing II	.5			X	X	X	X

Course Code	ACE Prior Approval Courses	Units of Credit	7th	8th	9th	10th	11th	12th
District must seek ACE prior approval before implementation								
492600	Business Education	1			X	X	X	X
590070	Business Education	1			X	X	X	X
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
492510	Computer Applications III	.5			X	X	X	X
492610	Marketing Education	1			X	X	X	X
590080	Marketing Education	1			X	X	X	X
492520	Programming III	.5				X	X	X
492550	Senior Technology Seminar	1						X
492650	Web Page Design I – Associate Design Specialist	1				X	X	X
492660	Web Page Design II – Internet Business Foundations/Network Technology Foundations	1				X	X	X

Course Code	Middle School Courses	Units of Credit	7th	8th	9th	10th	11th	12th
399040	Computer Technology: Introduction	0	X	X				
399050	Keyboarding	0	X	X				
399060	Keyboarding Applications	0	X	X				

Course Code	ACE Prior Approval Middle School Courses	Units of Credit	5th	6th	7th	8th	9th	10th	11th	12th
District must seek ACE prior approval before implementation										
399230	ACE Approved Keyboarding (5-6)	0	X	X						
399020	Computer Applications I	0				X				
378910	Information and Communications Technology	0			X	X				
399010	Information Tech: Fundamentals	0			X	X				
355910	Input Technologies	0	X							
378920	Introduction to Business Communications and Technology	0			X	X				
399240	Keyboarding Connections	0			X	X				
366910	Technology Communications	0		X						

492140   Advanced Database Applications
Credit: .5   Grade Levels: 10-12
Advanced Database Applications is a one-semester course in which students learn to organize data; create, search, and query databases; and use integrated software to combine database with word processing and mail merge.

492450   Advanced Spreadsheet Applications
Credit: .5   Grade Levels: 10-12
Advanced Spreadsheet Applications is a one-semester course in which students use computer programs to analyze quantitative data. Emphasis is placed on the role and value of spreadsheets, financial reporting, budgeting, planning, and forecasting.

492010   Advertising
Credit: .5   Grade Levels: 9-12
Advertising is a one-semester course designed to focus on the competencies needed for the planning and implementation of a successful advertising program. Students are exposed to media, methods of research, budgets, and evaluations that are used to sell a product, service, or business. Hands-on experience is given in copywriting, layout, and production in various media. Desktop publishing should be introduced.

492020   Banking & Finance Consumer Lending
Credit: .5   Grade Levels: 9-12
Banking and Finance Consumer Lending is a one-semester course that focuses on the insider's view of consumer lending and covers essential information about the maze of regulations covering credit practices and reviews loan processing, cross-selling and collections. The targeted audience includes consumer lenders, consumer credit personnel, and bank employees who need to understand consumer credit.

492030   Banking & Finance Law
Credit: .5   Grade Levels: 9-12
Banking and Finance Law is a one-semester course that assists the student in understanding the legal environment in which depository institutions exist. Students study basic concepts in business law in the areas of contract law, agency law, property law, commercial paper law, and credit law. This curriculum is adopted from Wisconsin Finance Youth Apprenticeship, Wisconsin Department of Industry, Labor, and Human Relations, Bureau of Apprenticeship Standards, Office for Workforce Excellence.

492040   Banking & Finance Operations/Teller Training
Credit: .5   Grade Levels: 9-12
Banking and Finance Operations is a one-semester course that assists the student in understanding the United States payment system and daily operations of depository institutions. Students study regulatory framework, the U.S. payment system, the check collection system, money creation, internal controls, financial statements, and risks. This curriculum is adapted from Wisconsin Finance Youth Apprenticeship, Wisconsin Department of Industry, Labor, and Human Relations, Bureau of Apprenticeship Standards, Office for Workforce Excellence.

492050   Banking & Finance Principles
Credit: .5   Grade Levels: 9-12
Banking and Finance Principles is a one-semester course that assists the students in understanding the American banking system. Students study the Federal Reserve System, banking and the economy, functions of depository institutions, and daily transactions of depository institutions. This curriculum is adopted from Wisconsin Finance Youth Apprenticeship, Wisconsin Department of Industry, Labor, and Human Relations, Bureau of Apprenticeship Standards, Office for Workforce Excellence.

492060   Business Communications
Credit: .5   Grade Levels: 9-12
Business Communications is a one-semester course designed to provide students with the communication skills needed in business careers. The course includes both written and oral communications relating to business activities and is directed toward understanding the language of nonverbal communication and improved listening skills, reading, voice usage, and writing skills. Emphasis is given to developing competencies in fundamentals, such as spelling, punctuation, grammar, vocabulary, sentence and paragraph structure, English usage, and proofreading. Applications in writing all types of business documents are valuable components of the course. Students gain competencies in writing, thinking logically, organizing ideas, writing clearly and concisely, and displaying tact and courtesy in writing. Technological advancements relating to information, communication, and telecommunications are given emphasis.

492070   Business Law I
Credit: .5   Grade Levels: 10-12
Business Law I is a one-semester course designed to acquaint the student with some of the legal problems and rights encountered in business transactions. This course will include law and the judicial system; laws relating to minors, consumers, and the business firm; elements of contracts; credit; sales contracts; employment laws; commercial paper; insurance; and property rights.

492080   Business Law II
Credit: .5   Grade Levels: 10-12
Business Law II is a one-semester course designed to acquaint the student with some of the legal problems and rights encountered in business transactions. This course will include law and the judicial system; laws relating to minors, consumers, and the business firm; elements of contracts; credit; sales contracts; employment laws; commercial paper; insurance; and property rights.

492100   Computerized Accounting I
Credit: 1   Grade Levels: 10-12
Computerized Accounting I is a two-semester course with emphasis on basic accounting principles as they relate to both manual and computerized financial systems. Instruction is on an integrated basis using computers and electronic calculators as the relationships and processes of manual and computerized accounting are presented. Entry-level skills in the accounting occupations can be attained.

492110   Computerized Accounting II
Credit: 1   Grade Levels: 10-12
Computerized Accounting II is a two-semester course designed to provide students with the knowledge, understanding, and skill necessary for successful careers in accounting. Partnership as well as departmental, corporate, and cost accounting systems are components of the course. Emphasis is given to the computerized/automated functions in accounting.

492120   Computerized Business Applications
Credit: 1   Grade Levels: 9-12
Computerized Business Applications is a two-semester course designed to prepare students with an introduction to business applications that are necessary to live and work in a technological society. Emphasis is given to hardware, concepts, and business uses of applications. The business applications covered are word processing, database, spreadsheet, telecommunications, presentation, and Web page design. This course will also meet the one unit required in the Standards for Computer Applications.

492150   Digital Communications I – Layout and Design
Credit: .5   Grade Levels: 9-12
Digital Communications I is a one-semester course that combines the versatility of the microcomputer with page design software, enabling students to produce materials of near photo quality. The course includes page composition, layout, design, editing functions, and a variety of printing options.

492160   Digital Communications II – Imaging
Credit: .5   Grade Levels: 9-12
Digital Communications II is a one-semester course designed to study the process of analyzing information and audience and choosing the appropriate visual signals to communicate the desired message effectively. Applied principles are used to analyze and organize information, set up a design structure, and produce special visual expressions.

492360   Digital Communications III – Digital Media
Credit: .5   Grade Levels: 9-12
Digital Communications III is a one-semester course giving students experience in using multimedia to merge text, graphics, video, and sound. Applied principles are used to analyze and organize information, set up a design structure, and produce special visual expressions.

492370   Digital Communications IV – Audio/Video Productions
Credit: .5   Grade Levels: 9-12
Digital Communications IV is a one-semester course giving students advanced experience in using multimedia to merge text, graphics, video, and sound. Applied principles are used to analyze and organize information, set up a design structure, and produce special visual expressions.

492280   Economics
Credit: .5   Grade Levels: 9-12
Economics is a one-semester course that emphasizes economic fundamentals, microeconomics, macroeconomics, and personal financial management. Students will explore the interrelationships among the roles played by consumers, producers, capital, land, and labor as well as the interrelationships among economic, political, and social lives. Additionally, students will examine the relationship between individual choices and the direct influence of these choices on occupational goals and future earnings potential. Economics stresses application, problem-solving, higher-order thinking skills, and use of classroom performance-based, open-ended assessments with rubrics.   Economics is required by the Standards for Accreditation and does not require Arkansas Department of Education approval.

492170   Entrepreneurship I
Credit: .5   Grade Levels: 9-12
Enterprise Management I is a one-semester course designed to offer an overview of the American business enterprise system. It provides a study of various forms of ownership, internal organization, management functions, and financing as they relate to business. The course content focuses on the concepts and practices of small business ownership and management. The student should be introduced to microcomputer software that is used as a tool for management functions.

492180   Entrepreneurship II
Credit: .5   Grade Levels: 9-12
Enterprise Management II is a one-semester course that incorporates applied economics with emphasis on current applications of economic theory, international economics, and small business economic applications. It is recommended that Economics at Work – developed by the Agency for Instructional Technology, the National Council on Economic Education, and a consortium of state education agencies – be utilized in the second semester as a contextual, multimedia approach designed around five major economic activities, including producing, exchanging, consuming, saving, and investing.

492190   Fashion Merchandising
Credit: .5   Grade Levels: 9-12
Fashion Merchandising is a one-semester course designed to offer an overview of the fashion industry. It provides the foundation in preparing students for a wide range of careers available in the different levels of the fashion industry. Emphasis is given to historical development, textiles, manufacturers, merchandising, domestic and foreign markets, accessories, and retailing.

491990   Financial Literacy
Credit: .5   Grade Levels: 9-12
This one-semester course designed to increase financial literacy and prepare students to successfully manage financial resources. This course also focuses on the individual's role and financial responsibilities as a student, citizen, consumer, and active participant in the business world. Emphasis is also placed on activities and competitions within career and technical student organizations (i.e., FBLA, FCCLA, and DECA). **(This course replaces 492240 Introduction to Finance.)**

492210   Insurance & Risk Management
Credit: .5   Grade Levels: 9-12
Insurance & Risk Management provides an overview of the insurance industry, including various types of insurance, rates and claims, and career opportunities. Included are activities that help the student to better understand the importance of insurance and how it affects them both today and through their retirement years.

492220   International Business
Credit: .5   Grade Levels 9-12
International Business is a one-semester course pursuing the study of economics, competition, politics, and social activities across national boundaries. Students are taught to think in global terms concerning their legal, cultural, economic, and political environments.

492230   International Travel
Credit: .5   Grade Levels: 9-12
International Travel is a one-semester course that provides detailed coverage of international air travel; geography; international airfares and ticketing procedures; travel requirements; travel in Europe, Russia, Asia, and the Pacific; ecotourism analysis; and broadening of global horizons to maximize cultural understanding.

492240   Introduction to Finance
Credit: .5   Grade Levels: 9-12
Introduction to Finance focuses on the individual's role and financial responsibilities as a student, citizen, consumer, and an active participant in the business world. It informs students of their various financial responsibilities.

492250   Introduction to Hospitality
Credit: .5   Grade Levels: 9-12
Introduction to Hospitality is a one-semester course that provides students with an overview of the hospitality industry and career opportunities within the industry. Students learn operation procedures in front office operations, guest services, marketing and sales, bank office functions, ownership and management, food, beverages, and housekeeping management.

492630   Introduction to Marketing
Credit: .5   Grade Levels: 9-10
Introduction to Marketing is a one-semester course designed to provide students with a basic understanding of marketing and its role in society. Instruction will focus on how marketing impacts businesses, helps people, and benefits society. Students will examine career opportunities in marketing and explore the interpersonal and communication skills needed for success in marketing careers. The course will include the history and development of marketing in a global economy. Students enrolled in the Introduction to Marketing class will have access to the student organization known as DECA: An Association of Marketing Students.

492260   Introduction to Travel & Tourism
Credit: .5   Grade Levels: 9-12
Introduction to Travel and Tourism is a one-semester in-depth study of worldwide travel, transportation, and tourism. Students are introduced to the industry as a whole and the job opportunities that are available. The course covers resource allocation, technology, and social, organizational, and technological systems.

492270　　Investments & Securities
Credit: .5　　Grade Levels: 9-12
Introduction to Investments & Securities teaches students every step of the way toward smart saving and investing. Topics include how to invest in everything from certificates of deposit to mutual funds and stocks. The course will teach students how to research stocks and make informed decisions by using NAIC's Stock Selection Guide.

690050　　Keyboarding (9-12)
Credit: .5　　Grade Levels: 9-12
Keyboarding is a one-semester course designed to help students develop speed and accuracy by learning the touch operation of alphanumeric/keyboard characters. Emphasis is placed on the following: mastery of the keyboard with desirable keyboarding techniques; development of speed and accuracy; basic problem-solving applications of centering and arranging reports, letters, and tables; proofreading; formatting; and proper care of the equipment. Keyboarding is a foundation for developing entry-level skills for business careers. Only students who failed or did not take Keyboarding in the seventh or eighth grade are to be enrolled in this course.

690060　　Keyboarding Applications (9-12)
Credit: .5　　Grade Levels: 9-12
Keyboarding Applications is a one-semester course designed to further develop keyboarding skills. Emphasis is placed on the following: increasing speed and accuracy; proofreading; producing mailable copy from rough draft; producing handwritten and statistical documents; and improving production of various types of business communications. Keyboarding Applications provides the skills and knowledge necessary for entry-level employment for business careers. Only students who failed or did not take Keyboarding Applications in the seventh or eighth grade are to be enrolled in this course.

492300　　Lodging Management I (Business)
Credit: 1　　Grade Levels: 9-12
Lodging Management I has everything a student needs to get started in a hospitality career, with the classroom lessons and activities that teach valuable lodging skills and knowledge. This two-semester course is offered to 10th through 12th-grade students with an opportunity upon graduation to be tested for industry-recognized certification.

492310　　Lodging Management II (Business)
Credit: 1　　Grade Levels: 9-12
Tools are provided to aid the student in finding hospitality internships (jobs) under the supervision of work-site mentors so students can apply what they learn. When students graduate, they are ready to begin hospitality careers or continue their education at a college or university. This two-semester course is offered to 10th through 12th-grade students with an opportunity upon graduation to be tested for industry-recognized certification.

492320　　Management
Credit: 1　　Grade Levels: 10-12
Management is a two-semester course that assists the student in understanding basic management functions. Students study the management process, decision making, environmental factors, basic ethics, and social responsibility. Planning, organizing, leading, and controlling are emphasized as well as basic concepts of staffing, leadership, communications, entrepreneurship, and international management.

492330　　Marketing
Credit: 1　　Grade Levels: 11-12
Marketing is a two-semester course designed to provide students with the fundamental concepts, principles, skills, and attitudes common to the field of marketing. Instruction focuses on market types, market analysis, consumer types, planning, promotion, buying, pricing, distribution, finance, trends, and careers. Although not mandatory, many students can benefit from the on-the-job training component (cooperative education) of this course. The student's job must relate to his/her career objective.

492340　　Marketing Apprenticeship/Work-Based Learning
Credit: .5　　Grade Levels: 11-12
Although not mandatory, many students can benefit from the on-the-job training component (cooperative education) of Marketing and Marketing Management. The student's job must relate to his/her career objective, and the work-site trainer must develop a list of competencies to be taught on the job that coordinate with classroom competencies and career objectives. All aspects of the industry must be taught. Students attend school part of the day and work in a marketing position for the remainder. A minimum of 135 hours during each semester on the job is required for the work experience credit of .5.

492350　　Marketing Management
Credit: 1　　Grade Levels: 10-12
Marketing Management is a two-semester course designed to develop decision-making skill through the application of marketing and management principles. Competencies will be accomplished by utilizing various instructional methods, resources, and direct involvement with marketing businesses. The course will focus on organization, finance, risks, credit, technology, and social aspects. Although not mandatory, many students can benefit from the on-the-job training component (cooperative education) of this course. The student's job must relate to his/her career objective.

492690   Medical Office Procedures
Credit: 1   Grade Levels: 11-12
Medical Office Procedures is a two-semester course focusing on management and supervision in the Health Informatics office environment. The course covers basic skills in word processing, database, spreadsheet, presentation, desktop publishing, 10-key calculating, record keeping, communicating and transcribing, as well as decision making, critical thinking, teamwork and ethics.

492130   Office Education Cooperative
Credit: 1   Grade Levels: 11-12
Office Education Cooperative is a two-semester course designed for junior and senior business students. This course covers such topics as use of current technology and communications, ergonomics, human relations, records management, and the basics of management and supervision. A supervised learning experience is required. This experience is for advanced business education students who attend school part of the day and work in a business office for the remainder.

492620   Office Education Work-Based Learning
Credit: 1   Grade Levels: 11-12
The student's job must relate to his/her career objective and the work-site trainer must develop a list of competencies to be taught on the job relating to classroom competencies and career objectives. All aspects of the industry must be taught. A minimum of 135 hours during each semester on the job is required for the work experience credit of .5.

492380   Office Management
Credit: 1   Grade Levels: 10-12
Office Management is a two-semester course focusing on management and supervision in the office environment. The course covers basic skills, such as word processing, records management, and communications, as well as decision making, critical thinking, teamwork, and ethics.

492430   Retailing
Credit: .5   Grade Levels: 9-12
Retailing is a one-semester course designed to offer an overview of the retailing industry in the United States. A study is made of the types of retail marketing, organization, personnel, merchandising, promotion, selling, operations, and control. The course focuses on the concepts and practices of retail business operations.

492440   Salesmanship
Credit: .5   Grade Levels: 9-12
Salesmanship is a one-semester course designed to inform students about specific selling techniques and attitudes necessary to become a successful salesperson. The course focuses on serving customers and helping them make wise buying decisions. Emphasis is placed on the importance of human relations in selling, the functions performed by salespeople, development of personality traits needed by salespeople, and the buying/selling process.

492700   Small Business Operations
Credit: 1   Grade Levels: 10-12
Small Business Operations is a two-semester course designed for students interested in learning how to manage a small business. Students will be required to participate in laboratory work. The lab experience will consist of operating a School Based Enterprise. IN addition to the lab work, students will also complete a series of lessons designed to prepare them for the transition to higher education and/or an entrepreneurial career. Although it is not mandatory, many students can benefit from the on-the-job training component (cooperative education) of this course. The student's job must relate to his/her career objective.

492640   Sports and Entertainment Marketing
Credit: .5   Grade Levels: 9-12
Sports and Entertainment Marketing is a one-semester course designed to provide students with an understanding of marketing concepts, foundations, and functions as they relate to career opportunities in the growing area of sports and entertainment. Instruction will focus on public relations and publicity, event planning and marketing, sponsorship, venue design, concessions, risk management, product planning, licensing, ticket sales, and distribution.

460100   Technology Design and Applications
Credit: 1   Grade Levels: 9-12
This course is designed to prepare students for the transition from school to work. This course was developed to advance and strengthen the skills mastered in the middle-level grades. It includes project based learning in areas of word processing, spreadsheets, database, and presentations. The students will apply tool software skills to business projects and use projects to develop competencies for national certification. The course is designed to provide opportunities for independent and collaborative work. It is a year-long course.

492460   Travel Destinations
Credit: .5   Grade Levels: 9-12
Travel Destinations is a one-semester course that provides a working knowledge of the geography of the earth as it relates to travel and tourism. Focus is on the attractions of place, patterns and processes of World Tourism, Geography and Travel and tourism in North America, Mexico, Central America, The Caribbean, South America, Europe, The Middle East, Africa, Asia, Australia, New Zealand and the South Pacific.

492470   Word Processing I
Credit: .5   Grade Levels: 9-12
Word Processing I is a one-semester course designed to provide students with entry-level skills in word processing concepts, operations, text manipulations, and production of business documents using an intermediate or advanced level software program. In addition, training in basic word vocabulary skills, mechanics of punctuation and grammar, format, and style, proofreading, editing, and reviewing business documents are included in the course.

492480   Word Processing II
Credit: .5   Grade Levels: 9-12
Word Processing II is a one-semester course designed to provide students with competencies in word processing concepts. Emphasis is on production of business documents and applications, including formats, creating and maintaining files, repetitive documents, revising, and printing.

ACE Prior Approval Business/Marketing Courses

492600   ACE-Approved Business Education
Credit: 1   Grade Levels: 9-12
This is an individually approved course in business education submitted by the district.

590070   ACE-Approved Business Education
Credit: 1   Grade Levels: 9-12
This is an individually approved course in business education submitted by the district.

492490   ACE-Approved Computer Applications I (9-12)
Credit: .5   Grade Levels: 9-12
Computer Applications I is a half-unit course designed to provide students with the fundamental computer skills necessary to do well in high school and in virtually all jobs today. In the area of word processing, students will learn the fundamental skills necessary to create and edit the most widely used documents and use the most commonly used features of a word processor, such as bullets, numbered lists, special characters, borders and shading, fonts, and paragraph and line searching. The fundamentals in use of scanners, graphics, and Word Art are applied to documents. Internet searching skills and citing Internet sources are stressed with these applied to a simple PowerPoint presentation. In the area of spreadsheets, students will be expected to create and edit simple spreadsheets using basic formulas and functions and create a simple graph or chart. Districts desiring to implement this course should request approval from the Business/ Marketing Education Office.

492500   ACE-Approved Computer Applications II
Credit: .5   Grade Levels: 9-12
Computer Applications II is a half-unit course designed to provide students with the intermediate computer skills necessary to do well in high school and in virtually all jobs today. Students will learn techniques that will allow them to create fairly complex word processing and spreadsheet documents. They will continue their Internet research, applying it to spreadsheets, charts and graphs, and Web pages. Districts desiring to implement this course should request approval from the Business/Marketing Education Office.

492510   ACE-Approved Computer Applications III
Credit: .5   Grade Levels: 9-12
Computer Applications III is a half-unit course designed to provide students with the computer skills necessary to do well in college and needed in most jobs today. Students will learn techniques that will allow them to create simple to intermediate desktop publishing documents; create, access, and edit databases; use e-mail efficiently and ethically; create advanced electronic presentations; and create Web pages using Web-page design software. They will continue their Internet research, applying it to advanced electronic presentations and the Web pages they create. Districts desiring to implement this course should request approval from the Business/Marketing Education Office.

590080   ACE-Approved Marketing Education
Credit: 1   Grade Levels: 9-12
This is an individually approved course in marketing education submitted by the district.

492610   ACE-Approved Marketing Education
Credit: 1   Grade Levels: 9-12
This is an individually approved course in marketing education submitted by the district.

492550   ACE-Approved Senior Technology Seminar
Credit: 1   Grade Levels: 12
In this project-based course, students are assigned actual computer projects from the school district and local businesses. The projects may include creating presentations to be used at meetings and seminars, creating advanced databases, maintaining Web pages, customizing database reports and screens, maintaining computers, etc. Districts desiring to implement this course should request approval from the Business/Marketing Education Office.

492650   ACE Approved Web Page Design I – Associate Design Specialist
Credit: 1   Grade Levels: 10-12
Web Design I – Foundations is the first level of Web Page Design, and it prepares students with work-related skills for advancement into postsecondary education or industry. Course content includes exposure to basic Web design and the dynamics of networking/internetworking, Web hosting and Web design in e-commerce. The course content provides students the opportunity to acquire fundamental skills in both theory and practical application of Web design and of leadership and interpersonal skill development. Laboratory facilities and experiences simulate those found in the Web Page Design and construction industry. Further, this course provides for and directly maps to the Certified Internet Webmaster "Foundations" national certification examination.

492660   ACE Approved Web Page Design II – Internet Business Foundations/Network Technology Foundations
Credit: 1   Grade Levels: 10-12
Web Page Design II – Site Designer is the second level of Web Page Design concentration, and it prepares students with work-related skills for advancement into postsecondary education or industry. Course content includes exposure to basic and advanced Web design, pixilated and vector-based Web graphics, Web animations, dynamics of Web hosting, and Web design in eCommerce. The course content provides students the opportunity to acquire fundamental skills in both theory and practical application of Web design and of leadership and interpersonal skill development. Laboratory facilities and experiences simulate those found in the Web page design and Web page construction industry. Further, this course provides for and directly maps to the Certified Internet Webmaster "Site Designer" national certification examination.

492670   Web Technologies
Credit: 1   Grade Levels: 10-12
This course is an exploration of all of the elements of good web page design. Students will begin by creating web pages using HTML, XHTML and CSS. Students will investigate several Adobe software packages to enhance web sites such as: PhotoShop to create and edit graphics; Flash to create animations and web banners; Fireworks to create and optimize images for the web; and Premiere or other video/audio software to create and edit videos and audio. Students will focus on how to use web design software such as Dreamweaver to create websites. Students will also use multimedia equipment such as digital cameras and camcorders to add this rich media to websites. Students will complete several real-world applications such as Flash videos and web pages for the school or other organizations or businesses. Web Communication using Adobe Dreamweaver® (Associate) certification is encouraged.

Middle School Courses

378910   Information and Communications Technology
1 Semester   Grade Levels: 7-8 (NO CREDIT)
This course is designed to prepare students for the transition into 9th grade. This course is the culmination of skills mastered beginning in the 5th grade, while adding database and electronic presentation skills. The minimum required amount of time to teach this course is sixty clock hours or one semester.

355910   Input Technologies
Grade Level: 5 (NO CREDIT)
Input Technologies is a course designed to provide students with the necessary foundation skills to be successful in a technology enriched world. The minimum required amount of time to teach this course is forty minutes per week or its equivalent during the school year.

378920   Introduction to Business Communications and Technology
1 Semester   Grade Levels: 7-8 (NO CREDIT)
Introduction to Business Communications and Technology is the first semester of a two-semester foundation sequence designed to provide students with the necessary foundation skills to be successful in a technology enriched world. Word processing skills will be expanded as well as the introduction to basic spreadsheet functions and manipulation. The minimum required amount of time to teach this course is sixty clock hours or one semester.

399040   Computer Technology: Introduction
1 Semester   Grade Levels: 7-8 (NO CREDIT)
Computer Technology: Introduction is a one-semester course designed to prepare seventh- and eighth-grade students with an introduction to computers and business applications that are necessary to live and work in a technological society. Emphasis is given to data entry, computer concepts and operations, programming and design, computer software, implications of technology in society, and ethics. The course is designed to provide students with an understanding of the business, industrial, and scientific areas in which the computer is used.

399050   Keyboarding (grades 7-8)
1 Semester   Grade Levels: 7-8 (NO CREDIT)
Keyboarding is a one-semester course designed to help students develop speed and accuracy by learning the touch operation of alphanumeric/keyboard characters. Emphasis is placed on the following: mastery of the keyboard with desirable keyboarding techniques; development of speed and accuracy; basic problem-solving applications of centering and arranging reports, letters, and tables; proofreading; formatting; and proper care of the equipment. Keyboarding is a foundation for developing entry-level skills for business careers.

399060   Keyboarding Applications (grades 7-8)
1 Semester   Grade Levels: 7-8 (NO CREDIT)
Keyboarding Applications is a one-semester course designed to further develop keyboarding skills. Emphasis is placed on the following: developing speed and accuracy; proofreading; producing mailable copy from rough drafts; preparing handwritten and statistical documents; and improving production of various types of business communications. Keyboarding Applications provides the skills and knowledge necessary for entry-level employment for business careers.

366910   Technology Communications
Grade Levels: 6 (NO CREDIT)
Technology Communications is a course that continues to develop the technology skills learned in the 5th grade. Word processing skills will be expanded as well as the introduction to basic spreadsheet functions and manipulation. The minimum required amount of time to teach this course is forty minutes per week or its equivalent during the school year.

ACE Prior Approval Middle School Courses

399020   ACE-Approved Computer Applications I (grade 8)
1 Semester   Grade Level: 8
Computer Applications I is a half-unit course designed to provide students with the fundamental computer skills necessary to do well in high school and in virtually all jobs today. In the area of word processing, students will learn the fundamental skills necessary to create and edit the most widely used documents and use the most commonly used features of a word processor, such as bullets, numbered lists, special characters, borders and shading, fonts, and paragraph and line searching. The fundamentals in use of scanners, graphics, and Word Art are applied to documents. Internet searching skills and citing Internet sources are stressed with these applied to a simple PowerPoint presentation. In the area of spreadsheets, students will be expected to create and edit simple spreadsheets, using basic formulas and functions, and create a simple graph or chart. Districts desiring to implement this course should request approval from the Business/Marketing Education Office.

399010 ACE-Approved Information Technology: Fundamentals
1 Semester Grade Levels: 7-8 (NO CREDIT)

Information Technology: Fundamentals will provide students with the opportunity to learn about computer and networking information and to practice these basic technological concepts. This is not an industry-level certified course but rather an opportunity to assist in making immediate course selections and future career choices and gaining an exposure to technical life skills.

399230 ACE-Approved Keyboarding (grades 5-6)
Grade Levels: 5-6 (NO CREDIT)

Keyboarding is a nine-week course designed to help students develop speed and accuracy by learning the touch operation of alphanumeric/keyboard characters. Emphasis is placed on the following: mastery of the keyboard with desirable keyboarding techniques; development of speed and accuracy; and proper care of the equipment. Keyboarding is foundation for developing entry-level skills for business careers.

399240 ACE-Approved Keyboarding Connections (grades 7-8)
1 Semester Grade Levels: 7-8 (NO CREDIT)

While improving keyboarding skills, students will improve their writing and literacy skills by composing and typing business documents such as letters and memos. Students will compose and type reports and will be introduced to basic word processing skills. This class is designed to help prepare students for the state benchmark test as students will compose their own response to written work and learn to organize their thoughts by using graphic organizers. (ACE approval needed.)

BUSINESS/MARKETING TECHNOLOGY

MINIMUM INSTRUCTIONAL EQUIPMENT AND SOFTWARE

Clusters: All
Pathways: All
Programs of Study: All*

Item Name	Count 15 Students	Count 25 Students	Count 25 Students	Specification/ Description
Student Computer System	15	20	25	See ACE Technology Standards – Level 1
Digital camera	1	1	1	
Laser printer	1	1	1	
Media cart (Unless LCD projector is ceiling mounted)	1	1	1	
Scanner	1	1	1	

*Including Marketing Research (Marketing Information Management and Research) and Marketing Management

Cluster: Information Technology
Pathway: Web Design and Digital Communications
Program of Study: Digital Communications (Desktop Publishing, Multimedia, and Web Design)

Item Name	Count 15 Students	Count 20 Students	Count 25 Students	Specification/ Description
Student Computer System	3	4	5	See ACE Technology Standards – Level II
Digital camera	3	4	5	Minimum 8.2 megapixels – Multimedia & Desktop Publishing
Digital video camcorder w/remote microphone and tripod w/hybrid storage capability.	2	2	3	Multimedia
Printer, color laser	1	1	1	Desktop Publishing & Multimedia – color laser or printer/fax/copier/scanner combination
Software (not included in equipment total) – latest version, appropriate to courses being taught (cost varies w/computer lab size & configuration)				Desktop Publishing: Microsoft Office, Corel WordPerfect Office, Illustrator, Adobe InDesign, Adobe PhotoShop; Adobe CS3, or equivalents Multimedia: Dreamweaver, Flash, FrontPage, Studio 8, Animation software, Morphing software, Adobe Premiere, or equivalents Web Design: Expression Web, CS3, Firefox, Internet Explorer, Fireworks

Business & Marketing
Frameworks and Program of Study Revision Priority List
Due Date: May 19, 2015

Frameworks to Revise (Course Title) In Order of Priority!	Date of Last Revision	Program of Study (POS)	POS needs revision? Y or N
Introduction to Health Informatics		Health Informatics	Y
Medical Terminology			
Medical Office Management			
Introduction to Hospitality	11/2005	Hospitality	Y
Introduction to Travel and Tourism	11/2004		
Travel Destinations	10/2010		
International Travel	11/2004		
Lodging Management I	2/2006		
Lodging Management II			
Marketing	12/2009	Marketing Tech and Research	Y
Marketing Management	12/2009		
Entrepreneurship I and II	12/2009	Entrepreneurship	Y
Management	10/2010	Management	Y
Office Management	11/2004	Admin. Services	Y
Computerized Accounting I	4/2010	Accounting	Y
Computerized Accounting II	4/2010		
Advanced Spreadsheets	1/2009	Business Finance	Y
Advanced Databases	1/2009		
Banking and Finance Teller Operations	3/2011	Banking	Y
Banking and Finance Principles	1/2014		
Banking and Finance Consumer Lending	11/2005		
Banking and Finance Law	11/2005		
Digital Communications I – IV	5/2011	Digital Communications	Y
Web Design I and II	3/2007	Web Design	Y
Web Technologies	10/2013		

CTE EOC Assessment Information

http://www.arcteassessment.com/assessment-information.html

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2015-2016 Roster Verification and Testing Windows

JAG Pre- and Post-Testing
(Course Numbers 493770, 493780, and 493790)

Pre-Testing Window
September 7-October 2, 2015

Post-Testing Window
April 11-June 3, 2016

Traditional Schedule Schools

Fall Semester
Verification Window (check rosters for accuracy during this period – WINDOW NEVER CLOSES)
November 2-20, 2015
Testing Window
December 1, 2015-January 15, 2016

Spring Semester
Verification Window (check rosters for accuracy during this period – WINDOW NEVER CLOSES)
March 28-April 8, 2016
Testing Window
April 11-June 3, 2016

4X4 Block Schedule Schools

First Quarter
Verification Window (check rosters for accuracy during this period – WINDOW NEVER CLOSES)
October 5-9, 2015
Testing Window
October 12-30, 2015

Second Quarter
Verification Window (check rosters for accuracy during this period – WINDOW NEVER CLOSES)
November 2-20, 2015
Testing Window
December 1, 2015-January 16, 2016

Third Quarter
Verification Window (check rosters for accuracy during this period – WINDOW NEVER CLOSES)
February 22-26, 2016
Testing Window
March 1-18, 2016

Fourth Quarter
Verification Window (check rosters for accuracy during this period – WINDOW NEVER CLOSES)
March 28-April 8, 2016
Testing Window
April 11-June 3, 2016

NOTE: Assessments dates are subject to change. It is the teacher's responsibility to check the assessment calendar and be aware of what is being tested for the current school year.

If rosters are inaccurate (missing student or student that should be dropped), the first person to contact is the school counselor. After receiving counselor confirmation of the student addition or deletion, send an email to assessment@arkansas.gov containing the following information:

Teacher Name
Course Number
Course Name
Student Name
Student ID Number
Needs to be added or dropped

2015-16 CTE Courses Tested

Agricultural Sciences and Technology

491030 Agricultural Business (.5 credit)

491200 Animal Science II (.5 credit)

491210 Plant Science II (.5 credit)

491310 Managing our Natural Resources (.5 credit)

491390 Agricultural Mechanics (1 credit)

Business and Marketing Technology

492100 Computerized Accounting I (1 credit)

492110 Computerized Accounting II (1 credit)

492160 Digital Communications II (.5 credit)

492180 Entrepreneurship II (.5 credit)

492320 Management (1 credit)

492330 Marketing (1 credit)

492370 Digital Communications IV (.5 credit)

492380 Office Management (1 credit)

Family and Consumer Sciences

493010 Child Care Guidance, Mgmt., and Services (1 credit)

493120 Food Production, Mgmt., and Services (1 credit)

493240 Orientation to Teaching I (1 credit)

494570 Cosmetology II (2 credits)

Skilled and Technical Sciences

493390 Intermediate Radio (1 credit)

493430 Intermediate Television (1 credit)

493610 Intermediate Graphic Communications (1 credit)

493650 Intermediate A/V Tech & Film (1 credit)

STEM

494710 Architectural CAD I (1 credit)

494740 Engineering CAD I (1 credit)

JAG

493770 JAG Sr. Applications (1 credit)

493780 JAG I (1 credit)

493790 JAG II (1 credit)

New and Expanded Program Applications and Evaluation Rubric can be found on the Department of Career Education website at:

http://ace.arkansas.gov/cte/informationForms/Pages/newExpandedPrograms.aspx

PERKINS – FREQUENTLY ASKED QUESTIONS
[updated April 2007 for Perkins IV]

A.   Allowable Expenditures – New or Existing CTE Programs

B.   Allowable Expenditures – Miscellaneous Specific Questions

C.   Consortia Questions

D.   Career & Technical Student Organizations (CTSOs)

E.   In-service Questions

F.   Equipment and Software

G.   Miscellaneous

H.   Professional Organizations

PERKINS - FREQUENTLY ASKED QUESTIONS

A.   Allowable Expenditures – New or Existing Programs

A-1   Can Perkins be used during the same year as receiving a new program grant?

Yes. However, Perkins can only be used for the cost associated with the state-approved project. Perkins cannot be used to finance the minimum program costs.

A-2   Can Perkins funds be used for advanced technology before meeting the minimum equipment requirements for an approved new program? Example, a district is receiving a new program grant for Automotive Technology this year. Rather than purchasing the minimum alignment equipment on the list with state start-up or local funds, can they just purchase the computerized laser equipment that is the Perkins program improvement activity with their Perkins funds?

Yes. If a Perkins project is approved that will, in effect, take the place of the minimum equipment item then Perkins can be used to purchase the advanced technology.

A-3   Can a district use Perkins to start a new vocational program?

Yes, if the program is high skill, high wage, and high demand.

A-4   Can a district start a new program with local funds (no state start-up grant) and have it approved vocationally?

Yes. A modified approval process will be developed for this type of situation. For example, Fayetteville started an aviation program with local/other grant (not Perkins) funds. This program could be approved through the modified new program approval process so that the teacher/program would appear on the approved teacher/program list. The program/teacher would generate special equipment funds and the district could expend Perkins funds if a program improvement activity was developed/approved.

A-5   Can Perkins funds be used to improve a program if the equipment being purchased is on the minimum equipment list?

It depends. If the vocational program was implemented prior to the advanced technology equipment being added to the minimum equipment list, then Yes. If the vocational program was implemented after the equipment was added to the minimum equipment list, then No.

A-6   If a district received a state new program grant to change an existing career major or add a new career major but the amount of the grant is insufficient to fully implement the change/addition, can Perkins be used to make up the difference?

Yes, if the program is high skill, high wage, and high demand and an improvement project is approved. Otherwise, Perkins cannot be used to change/add a career major (or a new program).

A-7   Can a Perkins project add to a course that is currently being taught (no new course would be added)?

Yes. A Program Improvement Activity may result in a new course being added to a program of study (for example, Food Science or Desktop Publishing) but other activities may just improve an existing course with new

technology and curriculum (examples would be the activities within an existing EITE course, adding CISCO to Microcomputer Technology Systems, or adding Agricultural Graphics to Agricultural Structural Systems or Agricultural Metals).

A-8   If a school is doing a program improvement activity, must they do all three components (curriculum, in-service, and equipment)?

This question is no longer valid; there are multiple parts to improving a program of study or improving student performance on an indicator – not just three.

B.   Allowable Expenditures – Miscellaneous Specific Questions

B-1   One of my consortium schools just called and wants to spend some of their money to pay for having Bill Daggett speak to all the district teachers at their in-service prior to the beginning of school two weeks ago. Is this o.k?

First, funds that are assigned to a consortium lose their identity – there is no "their money" in this case! The expenditure of all funds must be related to a measurement on one of the performance indicators. Professional development must be integrated into a multi-year program – not a one-day, one-time event. BUT, if you do pay this in-service with Perkins, no teacher in attendance should use those hours toward their 30-hour minimum requirement.

B-2   One of my consortium schools is going to do a reading project for the entire district (K-12) and wants to use some of their Perkins funds? Can I pay for this?

The district should describe and justify in writing why this project is needed for their career and technical students/programs. Are their academic attainment scores low on the performance indicators and will this activity address that performance? Are the CTE students as a whole performing below grade level on reading skills? The impact on CTE performance must be established and must be measured. A project like this is different than just a speaker like above. Perkins cannot be spent for any activity below the 7th grade. Therefore, the district must describe how they will prorate the cost of the project that is allocable to the CTE teachers/programs. You need to be sure to keep documentation in your files on this in case of an audit question later. And again, just because it might under certain circumstances be allowable doesn't mean the consortium is required to fund it.

B-3   My district is trying to get our students to use the Kuder program. Our counselors came up with the idea of Kudos for Kuder! to promote this and catch the interest the students. We would purchase Kudos candy bars to give out as students are working on their Kuder assessment. Can we use Perkins to do this project?

This type of expense would fall in the advertising and public relations category. OMB Circular A-87 specifies particular allowable and unallowable expenses. "……. Unallowable advertising and public relations costs include the following: ….. (3) costs of promotional items and memorabilia, including models, gifts, and souvenirs…." Therefore, Kudos for Kuder is not an allowable expenditure.

B-4   One of the allowable expenditures noted in the OBM Circular A-87 that was discussed at a previous Perkins workshop is renovation or maintenance, operations, and repairs (including utilities, security, janitorial services, elevator services, upkeep of grounds, etc.). I know that the Department has never allowed this type of expenditure in previous years; however, will this position be amended and these type of expenditures allowed.

No. After discussion by the Director, Deputy Director, and Finance Director, it has been determined that the state agency will not allow this type of expenditure with the very limited federal Perkins funds that we have available. Our state plan has always emphasized program improvement – not building repair or maintenance. The district must take some basic responsibility to providing the minimum support necessary for the career and technical programs – such as the minimum equipment, building space, materials/supplies, and salary necessary to operate the program. In Arkansas, the federal Perkins funds will continue to be focused toward raising the programs above the status quo, introducing new curriculum and new technology, and providing teacher in-service and professional development necessary to improve the instruction and increase student achievement on the performance indicators. As noted at the workshop several times, just because an expense may be allowable under the regulations does not negate the state's authority to disallow that expense if it is not consistent with the state's plan for these funds.

B-5   Can Perkins funds support Cisco and EAST Lab programs?

Yes, but only if schools teaching these programs have submitted a request to the Department of Workforce Education and the following criteria has been met:

1.   Cisco programs are a part of an approved Computer Engineering program.
2.   The school's existing EAST Lab program has submitted a request to utilize the EAST Lab as an alternative to the existing Workplace Readiness course.

B-6   Can local Perkins funds be used to pay a student's testing fee for certification tests such as A+, ASE Certification, MOUS, etc? These are not program certifications for the school but individual certification tests that program completers can take to gain an industry certification/license.

        Yes, if this expenditure is part of a project that is approved. Perkins funds may be used for training the teacher and/or getting him/her certified to teach the program.

C.   Consortia Questions

C-1   Can a consortium refuse to fund a state-approved Program Improvement Activity requested by an individual member district?

Yes. Funding decisions within a consortium remain a decision within that consortium. Federal law is very clear that states shall leave those individual priorities within the confines of the officers/directors of that consortium. The Perkins Act states that "Funds that are allocated to a consortium … are to be used only for purposes and programs that are mutually beneficial to all members of the consortium …. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium." Thus, funding decisions and priorities become the responsibility of the officers/directors of the consortium—not of individual member districts. When developing the five-year plan and each year's application, consortia may plan funding priorities for several years in advance in order to accomplish their goals. It is the state's responsibility to approve all applications to determine the congruence with our approved state plan. Hence, we provide suggested (but not limited to) activities for the grant recipients' consideration and we monitor applications to assure they meet federal restraints. However, implementation of any of the suggested activities (or locally developed activities) remains the decision of the consortia officers/directors.

C-2   May a district receiving less than the minimum allocation of $15,000 keep their own funds?

No; however, the law does allow the state agency to consider a waiver request. The process for requesting a waiver has been published and may be requested from Mary Ellen Koettel at 501/682-1528.

C-3   In a consortium, is the ownership and responsibility for equipment purchased with Perkins funds retained by the consortium fiscal agent or may it be transferred to the local school in which the equipment is placed?

The consortium fiscal agent retains a vested interest in the equipment for its useful life cycle (currently five years for computer equipment; seven years for all other equipment). However, the equipment may be assigned to and inventoried by the local school district. Although it is allowable for the consortium fiscal agent to inventory and manage the equipment, this may place an undue financial burden on the fiscal agent for the cost of insuring large amounts of equipment not maintained at its own physical location. Therefore, most consortium fiscal agents transfer ownership of equipment to the local districts – while maintaining a vested interest. Consortia fiscal agents must have a system in place to monitor the use of equipment purchased with Perkins funds during its useful life cycle.

C-4   Summer in-service (occurring in July and August) has a registration deadline in May or June. Several districts previously in the consortium are keeping their own funds next year or are consolidating with another district that either keeps its own funds or is in another consortium. How should the registration fees that are due prior to July 1 (and any other expense that must be prepaid such as airfare) be handled for these districts that will not be a member of our consortium when the service is actually provided next fiscal year?

It is allowable to pay the registration for an in-service actually occurring in the next fiscal year out of current year funds if the deadline is prior to July 1 or if it is necessary to ensure the teacher a reservation in the session. Also allowable is the purchase of an airline ticket in order to get a reasonable price and the payment of a deposit on a hotel room (usually one night only). It is our opinion that such necessary expenses should be paid by the current consortium of which the district is a member – IF that consortium has budgeted and planned for such in-service costs in their application. It is legal that the current consortium pays the registration and other upfront necessary costs and the new district or consortium pay the remaining expenses at the time the in-service occurs out of next fiscal year.

This situation, like the issue of ownership of equipment when purchased by a consortium, is ultimately a consortium decision.

If a consortium district is consolidating/annexing with a district that keeps their own Perkins funds this year, then it also allowable that the receiving district can use its own current Perkins funds to pay the registration and other upfront expenses if they so choose. Documentation to the effect that the teacher is an incoming teacher and will be on the new district's payroll at the time the in-service occurs should be kept for audit records. The receiving district should amend their Perkins application to allow for this activity.

It is also noted that local school funds may be used to pay for in-service costs.

D.   **Career & Technical Student Organizations**

D-1   One of the teachers in my consortium is going to nationals with FCCLA in Philadelphia. She needs to go from there to Greenbay and has asked what we will allow on travel for her plane fare. What is allowable?

Assuming that the trip to Greenbay is for personal reasons and not official business travel, the only amount you can pay for plane fare would be the round trip cost to Philadelphia. Any amount over that cannot be reimbursed. You need to get in writing, from the travel agent or airline, the cost of the round trip fare at the time the reservations are made for documentation and payment purposes.

D-2 I have a teacher who wants to attend the National FBLA convention in Dallas. The student who qualified cannot attend but the teacher wants to go anyway in her own vehicle and not stay with the Arkansas' group. She wants to know if I can reimburse her using Perkins funds. What about this?

This would be an allowable expenditure since we say that the teachers have professional development opportunities at the student organization events – regardless of whether not her student was there, she would be attending sessions. The amount that could be reimbursed should follow normal consortium guidelines. For example, the state allows the cost of air fare or car – whichever is cheaper; the room rates must not exceed the maximum for that city/state; etc. However, this is still a local consortium decision on whether or not to fund it as well as on how much to pay (with regard to a reduced rate that might be available through staying with the group as opposed to not doing so). Local/coop travel policies should be followed.

D-3 A career and technical teacher in our consortium is taking a state officer to the national leadership meeting in Nashville. On the breakdown of the state-planned trip arrangements is a "cruise, dinner & show" for $65. Is that an allowable expense? In other cases, I have subtracted entertainment items, but since this has a meal included, can I pay for it?

No – you cannot pay for entertainment. You can pay for means – so the teacher could claim her dinner expense at the regular reimbursement rate that your cooperative allows for meals. For example, the state uses the federal per diem rates for out of state travel. The meal allowance for Nashville on the federal site is $42 per day. Therefore, her meals for that day should not exceed $42 – if your cooperative uses such limits. Whatever your normal travel policy is should apply to the meal allowance per day.

D-4 Can Perkins reimburse fuel and/or costs for a bus to National FFA Convention? Can the teacher claim mileage like he traveled in his own vehicle?

See Question D-6 for related information on using Perkins to reimburse expenses for student organization activities. The answer to the first question is No. However, the answer to the second question is Yes. Since Perkins may be used to reimburse teacher travel and expenses, if the teacher incurs travel expenses and claims reimbursement, he may be reimbursed for mileage or air fare, whichever is less, according to the local travel policy. What he was driving does not particularly matter, as long as he actually incurs the expense.

D-5 Five small districts decide to pool their resources by sending their five VSO advisors and 50 students to conference/competition on the same bus. Can Perkins funds be used to pay the bus costs up to what the five districts would have spent to purchase the five teachers airline tickets or to pay their mileage individually?

No. Perkins funds may only be used to pay the prorated share of the cost of the bus. The number of persons on the bus (both students and teachers) must be included in the cost calculation. For example, if 5 advisors/teachers and 45 students are involved in the trip and the bus costs $800, then the prorated share that Perkins can pay is $16 per advisor/teacher or $80 total. You should keep documentation in your files to support this expenditure. Also, the prorated share per advisor/teacher should not exceed the airfare or mileage, whichever is less.

D-6 May Perkins funds be used for support of student organizations – more than paying teacher travel and expenses and substitute teacher pay?

To go beyond these expenditures is, in our opinion, risky. Even in areas of leadership, these activities are permissible only if available to both members and non-members. Following is an excerpt from the Regulations under Perkins II – these regulations are used for guidance under Perkins III unless in conflict with the new law. **Section 403.71** outlines ways funds may and may not be used: "….may use funds…for programs, projects, services, and activities that include…..The support of vocational student organizations that are an integral part of the vocational education instructional program, especially with respect to efforts to increase minority participation in those organization. The support of vocational student organizations may include, but is not limited to, expenditures for – The positions of State executive secretaries and State advisors for vocational student organizations; leadership development workshops; the development of curriculum for vocational student organizations; and field or laboratory work incidental to vocational training so long as the activity is supervised by vocational education personnel who are qualified in the occupational area and is available to all students in the instructional program without regard to membership in any student organization. The support of vocational student organizations may not include – Lodging, feeding, conveying, or furnishing transportation to conventions or other forms of social assemblage; purchase of supplies, jackets, and other effects for students' personal ownership; cost of non-instructional activities such as athletic, social, or recreational events; printing and disseminating non-instructional newsletters; purchase of awards for recognition or students, advisors, and other individuals; or payment of membership dues; leadership and instructional programs in technology education; and data collection."

D-7 One of the allowable expenditures mentioned by the speaker at the Perkins workshop this year was student travel to participate in career and technical student organization competitions and leadership activities. The state has never allowed the local recipients to use Perkins funds for student organization expenses other than teacher expenses and substitute teacher pay. Will this ruling be changed?

No. After much discussion, the agency administration has determined that the limited local federal Perkins funds should be focused on improving the instructional programs for all students. Our state's plan for these federal funds is clear in its intent that the funds provide ALL career and technical students the opportunity to participate in improved instruction that will increase their achievement on the performance measures. The potential exists that, for many districts, the majority of their Perkins funds could be spent on student travel for the student organization members rather than on program improvement for all students enrolled in the program. As mentioned above, although such an expense might be allowable under federal regulations, the state has the authority to disallow this particular expense. Over the next year, the state agency will form a committee to investigate possible ways to provide additional support to the student organizations – but until further notice, local Perkins funds may only be used for teacher expenses and substitute pay.

E.   In-service Questions

E-1 Can the various in-services sponsored by the ADWE that a career and technical teacher attends during the summer count toward the 30 hours of required professional development annually?

The in-service hours may be counted toward the 30 – EXCEPT that federal Perkins funds may not be used to pay for the registration or any costs associated with attendance. This would be supplanting since the state requires a minimum of 30 hours each year. Any activity or service required by other federal, state, or local law or regulation may not be supported with Perkins. This applies to any in-service that a teacher might attend that is paid for with Perkins funds – the hours may not be applied toward meeting the minimum of 30 that are required.

Update added on 11-10-04: Some of you may be aware that a question was raised earlier this year about using Perkins federal funds to pay for a portion of the 60 hours of professional development that are required of each teacher. We have worked with the Arkansas Attorney General on this question, and it is his opinion that this would be an instance of supplanting. Therefore, Perkins funds must not be used to pay for the registration, cost of travel or meals, or any other expense associated with professional development that will be used by a teacher to meet the requirement of 60 hours per year. Perkins funds may be used to pay for professional development for career and technical teachers if the hours are not being used toward meeting the required 60.

E-2 I have suggested that some of our secondary principals attend some professional development this summer to learn some new successful strategies for secondary schools. One of the conferences that I have suggested is the Professional Learning Communities. Rick DuFour sponsors these trainings. His school was the high school in Chicago that has won several blue ribbon awards for setting up all of these levels of support so that students don't fail. Can this conference be paid for with Carl Perkins funds?

The response to this question is based on the same evidence/criteria as B-1 and B-2. The funds are to be used to improve vocational and technical education programs and the academic and vocational technical skills of the students enrolled in them. Even though this may be a wonderful conference that will impact whole school reform and improvement for all students, Perkins funds are targeted Federal funds. The district must show the relevance to the vocational and technical program. All expenditures from Perkins must be allocable to the Federal grant – "A cost is allocable to a particular cost objective if the goods or services involved are chargeable or assignable to such cost objective in accordance with relative benefits received." [OMB Circular A-87]

E-3 Can Perkins funds be used to pay for a ROTC instructor to attend a vocational technical conference in Little Rock? What other things are acceptable to be paid for with Perkins funds for ROTC programs?

If the conference was sponsored by ADWE, it will be listed on the ADWE web site under In-service and Professional Development. These in-service and professional development activities are approved for Perkins. If this was a conference not sponsored by ADWE, then the same rule applies to the ROTC instructors as every other instructor – this would be a local decision based upon the content of the in-service and benefit to the program. For other activities that might be paid for with Perkins for ROTC, program improvement in the area of Instructional Technology is currently the only item that we have in the program improvement booklet. We would be glad to consider locally developed program improvement activities on an individual case-by-case basis.

E-4 Is there a limit on how much Perkins funds may be expended on paying substitute teachers when our vocational teachers are attending in-service, VSO activities with students, participating in framework development, etc.?

No. There is no limit on the dollar amount that may be expended out of Perkins for substitute teacher pay. Substitutes may be paid when vocational teachers are participating in activities that are allowed under your approved Perkins application. At one time, the Department had sufficient funds to reimburse teachers for travel expenses when they assisted in state activities such as framework development, competency tests, etc. However, with the last two Perkins Acts, most of the funds have flowed to local recipients and, in most cases, the Department no longer has sufficient funds to support reimbursement. Please note that although a teacher from your district/consortia may be asked by the Department to serve on a committee for framework development or other such state initiative, the district/consortia always has final authority for approval and/or reimbursement of expenses and substitute teacher pay.

E-5 If a district is not doing a program improvement activity, may the vocational teacher participate in the in-service designed specifically for that activity to update his/her skills in other classes?

One of the activities under the Local Uses of Funds includes professional development (or in-service) for vocational and technical education teachers. It is the Department's opinion that any program improvement activity in-service may be considered as a "stand alone" component from the actual program improvement activity if the Program Manager identifies it as being beneficial to update teacher skills in other classes presently being taught. Specific questions about the relevance of in-service activities or program improvement may be answered by the appropriate Program Manager.

Program Managers will ensure that the in-service training registration fee only includes the cost of professional instruction. While instructional materials, software, and curriculum are allowable costs in the fee, these costs must be justified with each activity.

However, as stated in the response to C-1, the local recipient (consortium or single LEA) has the responsibility and authority regarding all funding decisions. Thus, it will remain a local decision on any priorities regarding the expenditure of funds set aside for teacher in-service training.

E-6 Specific dates have been established for professional development activities for agriculture programs. Are teachers required to attend any of the activities if the district is not implementing a program improvement activity?

No. It is not required; however, in-service activities are strongly encouraged by the state and the federal Perkins Act. Priorities for funding are decisions left to the local recipients/consortium, but Perkins funds should not be the only source of in-service funding.

E-7 I have a business teacher who wants to attend the state business education meeting in Texas rather than the Arkansas one. Can I pay for that out of Perkins?

Although it might be construed in some situations to be a legal use of funds, it would be inappropriate for the teacher to attend the Texas in-service instead of the Arkansas one. One of the tests of determining allowable charges is "what would a reasonable and prudent person do?" in this situation. Attending a Texas meeting in addition to the Arkansas one might be different – if your district is located close to Texas and your graduates cross the border for employment and postsecondary opportunities.

F. Equipment and Software

F-1 My district purchased some instructional technology equipment last year, including an LCD projector, for one of the vocational teachers – using Perkins funds. The projector was stolen recently. Our insurance has a deductible which is greater than the cost of the projector – therefore, the insurance will not pay anything. Can we replace the projector with Perkins funds?

When the district purchased the insurance policy with a large deductible, they assumed the risk and responsibility for covering any losses up to that amount – with local funds. Therefore, the district must replace the stolen equipment for the program/activity – but not with Perkins funds.

F-2 One of my schools wants to put the business lab server purchased with Perkins in their server room instead of the business lab. It would be totally dedicated to the business lab. The request was based on the issue of security. Is this o.k?

Having the server in a secure room with the other servers is fine – and probably advisable.

F-3 Once a district receives equipment purchased through Perkins funding, what is the district's requirement in servicing that equipment or making repairs. I'm wondering this because lately the repairs to equipment for myself and other vocational teachers in our school district has been coming from money that, in year's past, was earmarked for us to purchase our supplies.

In general, Perkins funds may not be used to repair/maintain equipment since we consider that to be "maintaining the status quo." Perkins funds should be used to improve programs, not to maintain the status quo. However, Perkins funds may be used to repair/service equipment that was originally purchased with Perkins funds during the first three years after purchase since, under our state definition, improvement activities are considered new activities that can be funded for up to three years. Districts/consortia should be extremely careful to maintain sufficient records to document that the equipment was originally purchased with Perkins.

Please note however that if your district is a member of a consortium, the consortium may choose not to allow Perkins funds for the repair/service of equipment. The priorities of the consortium may not allow sufficient funds for such items. And, just because the state would allow it does not mean the district/consortium has to spend the funds in that manner. It becomes a local decision.

F-4 If computers are networked, can the specifications be less per unit than the published minimum standards?

Yes, if the minimums are met when they are networked. However, the application should specify this condition and state that the computers will be (and will remain) networked to meet the minimum.

F-5 If we purchase 20 software licenses for a district in our Perkins consortium to install the software package on the computers in their business education department and we later find out that the software has been installed on other computers in their district, what is our liability?

Since the cooperative as the consortium fiscal agent actually purchased the software, the licensing agreement is between the cooperative and the software publisher. Any recourse taken by the software publisher would be against the cooperative. When the software is assigned to a district, the cooperative should provide a copy of the license agreement and proof of purchase and should obtain written agreement from the district that all copyright laws will be enforced by the district and that only the number of copies of software authorized will be loaded. This moves the recourse from the cooperative to the district.

However, even after obtaining district written agreement, if the cooperative becomes aware of a copyright violation involving any software that was purchased by them for a district, they should document this in writing to the appropriate school official with one of the following options:

1)   The district official should remove the illegal copies immediately and take steps to ensure the cooperative that further violations will not occur.
2)   The cooperative may reclaim the software and all copies entirely.
3)   The cooperative may purchase additional licenses to cover the illegal copies (although depending upon the situation, this may not be an approvable activity with Perkins funds).

In the instance where a district does the actual purchasing of the software and the consortium fiscal agent reimburses them from Perkins funds, the licensing agreement is between the district and the software publisher.

F-6   If a stove purchased as a program activity requires a licensed plumber to connect the gas, may that connection fee be charged to Perkins?

Yes. This is the same type of expenditure that would be allowed if a computer was purchased and cabling was required to connect it to the Internet. This is a allowable use of funds under Perkins. We do not allow Perkins to be used for construction, renovation, or other such building modifications/maintenance.

G.   Miscellaneous

G-1   May a district that offers the course "Family and Consumer Sciences Education" (which is a core requirement for several programs of study) at the 8th grade go back earlier than the 9th grade to determine completers of these programs of study?

Yes. However, specific approval from the Department (John Davidson) should be obtained.

G-2   Our district is working on the ACSIP Plan and must include Title I, Title VI, etc. What is the Department recommending for the Perkins funds?

It appears that including Perkins in the ACSIP Plan would make this plan a better and more useful document to the district. Career and technical education should be a part of any overall planning that is done in a district, and we certainly support that. However, the Department will not use any reports from the ACSIP process with regard to Perkins because so many districts are members of consortia. Remember, funds that are assigned to a consortium lose their identity and the consortium them operates programs/projects that are of size, scope, and quality to be effective. Of course, since the Department will not be using any reports from the ACSIP process for Perkins, if a consortium member were to just estimate the value of the projects being operated with Perkins in their district, that activity might still be captured in the process. Or if including the Perkins activities without assigning funds were allowable, the district might consider that option.

G-3   What are the minimum qualifications required for a local Perkins coordinator?

The state has not set minimum qualifications for the local coordinator. Each administrator is in a much better position to select a person that will do a good job of understanding the rules/regulations regarding these federal funds and interacting with the district's staff and state staff.

H.   Professional Organizations

H-1   Can Perkins funds be used to attend the ABEA (Arkansas Business Education Association) annual state conference?

Yes, if in-service is being offered. At the current time, the Department does not require an in-service plan to be submitted by such organizations. Since this type of professional organization also engages in lobbying and other activities not allowable for Perkins funding, consideration is being given to requesting a copy of the in-service plan if Perkins funds are used for payment/reimbursement.

H-2   May Perkins funds be used to pay the $40 national membership dues to the Association of Career & Technical Educators for a teacher/staff person if this person will be attending the annual convention? The district/consortia will pay the convention registration fee for this person and will save money if they are a

member. (For example, for the 2000 convention, non-member registration is $140 more than member registration.)

No. Perkins funds may not be used to pay individual membership dues to any professional organization – such as ACTE.

H-3   If the professional membership dues are included as a part of the registration for a conference, can Perkins be used to pay the entire cost?

No. As stated in the response to question H-2, Perkins funds may not be used to pay individual membership dues in professional organizations.
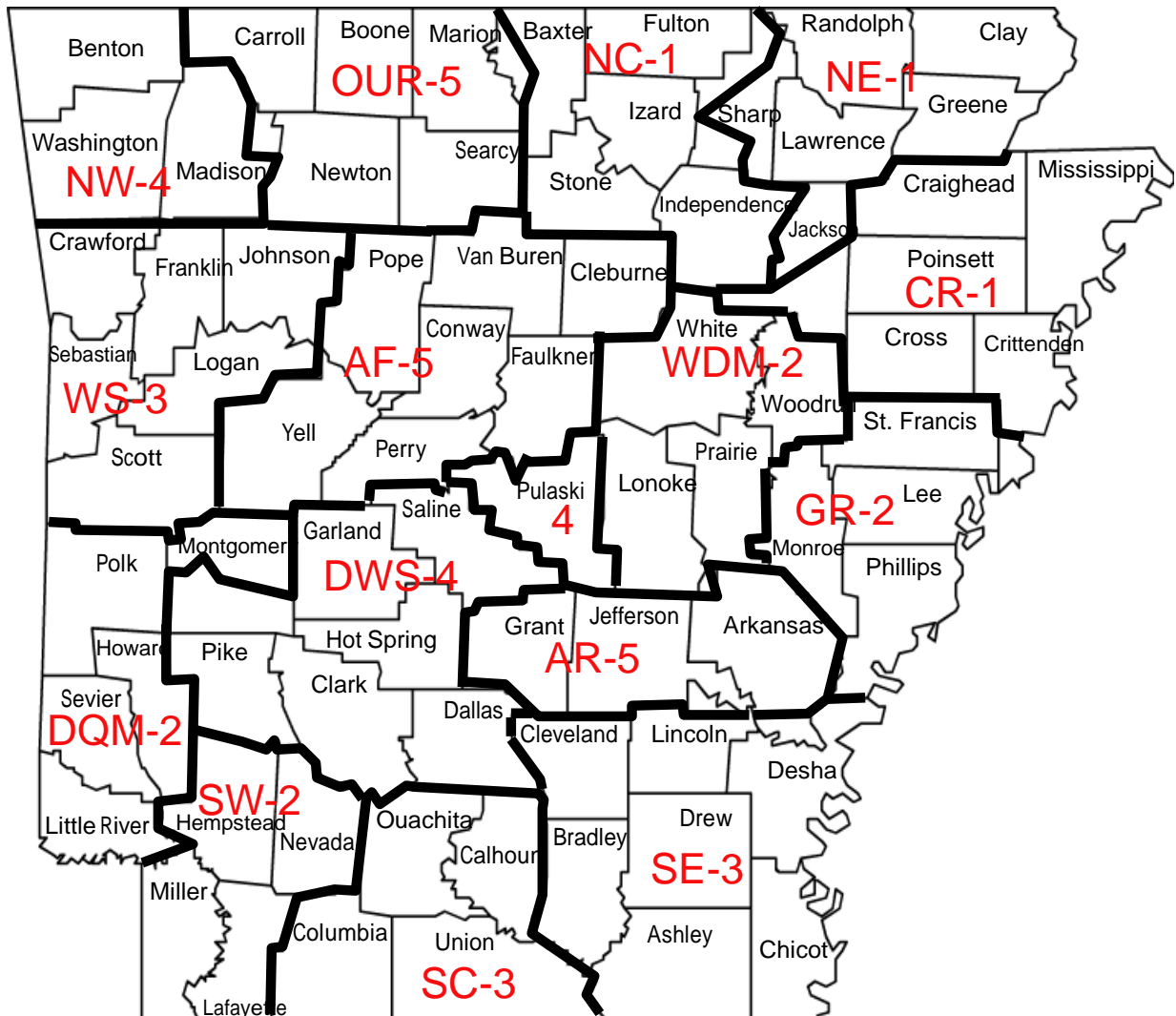
Technical Assistance Visits for 2015-2016

Effective this year, some TAC visits will be full visits, others will be abbreviated only for specific CTE program areas, and others will be desk audits only. Determination of which districts will receive which type of review is based upon a risk assessment rubric developed by the Department of Career Education.

Information and Forms

Required Information and forms will be required to be uploaded to Dropbox. This will replace the traditional binder that has been submitted in the past. Districts receiving full or abbreviated visits will need to upload these documents three weeks prior to the scheduled visit. Districts receiving a desk audit will need to upload these documents by February 1. A list and description of the required documents are on the next page.

These forms will be submitted by the designated person for your district. They will receive an email and instructions on how to access and use the Dropbox drives. Teachers can still maintain a paper binder if they choose, but the requested documents should still be uploaded to the Dropbox drive.

Career and Technical Education
Technical Assistance Visits
Five-Year Cycle

Benton | Carroll | Boone | Marion | Baxter | NC-1 Fulton | Randolph | Clay
OUR-5 | Izard | Sharp | NE-1 | Greene
Washington | Madison | Newton | Searcy | Lawrence | Mississippi
NW-4 | Stone | Independence | Craighead
Crawford | Franklin | Johnson | Pope | Van Buren | Cleburne | Jackso | Poinsett
CR-1
Conway | White | Cross | Crittenden
Sebastian | Logan | AF-5 | Faulkner | WDM-2
WS-3 | Yell | Woodru | St. Francis
Scott | Perry | Prairie | GR-2
Montgomer | Garland | Saline | Pulaski | Lonoke | Lee
4 | Monroe
Polk | DWS-4 | Phillips
Howard | Pike | Hot Spring | Grant | Jefferson | Arkansas
Clark | AR-5
Sevier | Dallas
DQM-2 | Cleveland | Lincoln
Little River | Desha
SW-2 | Hempstead | Ouachita | Bradley | Drew
Nevada | Calhoun | SE-3
Miller | Columbia | Union | Ashley | Chicot
Lafayette | SC-3

Arkansas Education Service Cooperatives
AF - Arch Ford
AR - Arkansas River
CR - Crowley's Ridge
DWS - Dawson
DQM - De Queen/Mena
GR - Great Rivers
NC - North Central
NE - Northeast
NW - Northwest
OUR - Ozarks Unlimited Resources
SC - South Central
SE - Southeast
SW - Southwest
WS - Western
WDM - Wilbur D. Mills

Year 1 – 2013-2014
Year 2 – 2014-2015
Year 3 – 2015-2016
Year 4 – 2016-2017
Year 5 – 2017-2018

CTE COURSE INFORMATION
Technical Assistance Visit

1. Program Description
   - Describe any changes recently implemented in the program.
   - Describe any anticipated or planned program changes.
   - In what respects is this program most satisfactory and commendable?
   - In what respects is this program most in need of improvement? Recommended steps to improve the program.
   - Describe how Perkins funds have been utilized in the program. Give examples of in-service, supplies and material, activities, and the indicator addressed.
   - Describe activities of the student organization

2. Curriculum & Assessment
   - Upload sample lesson plans documenting the use of frameworks (current year only) in addition to incorporation of Literacy and Math components.
   - Describe the process of analyzing assessment data to improve instruction.
   - **For identified schools**— Must complete and upload EOC Assessment Analysis Report

3. Advisory Committee/Council
   - Upload a list of Advisory Committee/Council members and their occupation.
   - Upload copies of the Advisory Committee/Council minutes documenting a minimum of 2 meetings per year (Regional Advisory Committee meeting will count for one meeting if school representative in attendance).
   - Explain how the Advisory Committees (local and/or regional) influenced or shaped the CTE programs at your district

4. Professional Development/Activities
   - Upload the most beneficial content area professional development attended during the past 3 years, and why it was beneficial.
   - Upload any professional development topics that would benefit the classroom, or changes that need to be made to existing professional development to better assist the teacher's needs
   - Upload a list of professional organizations and levels of participation you are involved in (3 years)

5. Start-up Equipment/Replacement Plan
   - Indicate on checklist the equipment in place
   - Indicate on checklist the year for replacement

6. Programs of Study
   - List your Program of Studies that meet the federal definition of a program of study:
   - ☐ links secondary education and postsecondary education
   - ☐ integrates academic and technical education in a structured, non-duplicative sequence of courses that progresses from broad foundation skills to occupationally specific courses
   - ☐ opportunities for students to earn postsecondary credits for career and technical education program of study courses that lead to a postsecondary credential, certificate, or degree.

***Full/Abbreviated Visits—upload to Dropbox three weeks prior to visit.

***Desk Audit—upload to Dropbox by February 1.

Revised 4/15

Functions of an Advisory Committee

Introduction

An important step in establishing, maintaining, or up-grading an existing CTE program is the organization of a local Advisory Committee

To maintain Career & Technical Education (CTE) programs that meet current occupational needs, CTE educators rely heavily on advice from business and industry.

An Advisory Committee is a group of persons outside the education profession, made up of representative lay-people, recognized and respected in their own fields of work who advise CTE educators, administrators, and local board of education members regarding programs, based on the employment needs of the community, state, regional, national, and international marketplace.

The general functions are to act in an advisory capacity for the development and operation of the CTE program.

Advisory Committees can assist in answering the following questions:

- Are students prepared for the future job market?
- What should the training include?
- Is curriculum addressing industry needs?
- How can instructors verify competencies to industry standards?
- Advisory Committees offer many services including:
- Providing expert advice.
- Assisting in public relations activities.
- Offering different points of view.
- Assisting in the placement of graduates.
- Helping to keep educational programs up-to-date.
- Assisting in transition to post secondary.
- Offering training sites for OJT or live work for IHT.

Approval

Local School boards are encouraged to develop an official policy regarding the organization and function of the advisory committee. Before establishing an advisory committee, the CTE instructor must obtain approval from the local school board and/or the Local Education Agency (LEA). This approval will help establish the credibility of the advisory committee.

Each CTE program should establish its own industry-unique advisory committee. It is acceptable to have one school-wide advisory committee provided there is representation from each occupation.

EXAMPLE

Multiple Sub-Programs

USD 522 has three program areas; Business/Marketing, Agriculture Science and Technology, Technical and Professional. In addition, USD 522 has several "sub" programs within each one of those major program areas as illustrated below:

Approved Business/Marketing Programs:

Program 1: Business, Management and Administration

Program 2: Hospitality and Tourism

Program 3: Marketing Sales and Service

Approved Agriculture Science and Technology Programs:

Program 1: Agribusiness Systems

Program 2: Horticulture/Plant Systems

Approved Family and Consumer Sciences Education Programs:

Program 1: Education and Training

About the Example on Page 2...

The example on page two shows USD 522 has a total of seven approved programs. One alternative is that USD 522 can choose to have one, unique advisory committee for **EACH** of the seven programs (for a total of seven committees).

The second alternative is to have a total of three advisory committees—one advisory committee that represents each major occupational program area: Business/Marketing; Agricultural Science & Technology; Technical & Professional.

Multi-Site Advisory Committees

Within one school district, there may be multiple high schools that operate the same approved CTE program. If each high school within the district operates, for example, an approved Business/Marketing Program, then ONE advisory committee could serve the combination of those programs.

For Example: USD 597 has seven high schools within their district, each operating an approved Marketing Education Program. Each high school also operates an approved FACS program. In this scenario, a minimum of two advisory committees can be established (as opposed to 14 advisory committees; 7 high schools x 2

Consortiums

One (program specific) advisory committee CANNOT serve all of the schools in a consortium.

Goals, Objectives, and Activities of an Advisory Committee

One of the most important functions of an advisory committee is to identify and assist with job opportunities for the

The advisory committee members review the Career & Technical Education (CTE) program they are serving and advise the CTE coordinator and local administration on improvement of the program.

The following information includes six activity areas offering several suggestions for an advisory committee's input expertise, and action.

Assist with job opportunities:

- Assist in surveying manpower needs and new and emerging occupations.
- Advise on the changing nature of the competencies in occupational fields.
- Assist in placing graduates or program completers.
- Inform the school of opportunities to place students in full- or part-time jobs.

Goals, Objectives, and Activities of an Advisory Committee

An advisory committee evaluates facilities and recommends the program's equipment

The committee members' participation in the local Program Improvement Plan for the Technical Program Review is mandatory for approval.

An advisory committee's review and recommendations for software packages, textbooks, and other resources help keep current the program's information and technology

Advise on short- and long-range plans:

- Review existing local and state board of education policies on career education.
- Review existing local and state board of education policies on career education.
- Review local district annual and long-range (4-5 years) education plan.
- Help schools set priorities for CTE expenditures.
- Review local needs assessment and recommend actions based upon the findings.
- Assist local board of education with development of program evaluation procedures.
- Assist in analyzing local CTE completer data.

Evaluate facilities and program equipment:

- Review existing equipment, facilities, and resources.
- Review lab equipment (computers, printers, etc.) and compare with the current and future technology and industry standards.
- Review lab (or shop) safety program.
- Review room (shop, lab) layout, space requirements, work stations, lighting, ventilation, etc., and compare with industry norms.

Analyze the course content:

- Review and suggest content for courses of study and standards of proficiency in areas which are essential to becoming successfully employed in a career path.
- Review and suggest content for courses of study and standards of proficiency in areas which are essential to becoming successfully employed in a career path.
- Review the program's sequence of courses.
- Review course outlines, occupational, program and course competencies, and career development skills.
- Help develop educational objectives.
- Review software packages, textbooks, resources and other supplementary materials.
- Advise on the extent to which academic skills and work attitudes should be taught.
- Review career exploration and awareness courses offered Kindergarten through eighth grade.
- Recommend standards for work-based learning experiences and programs

Goals, Objectives, and Activities of an Advisory Committee

Assist with instructional and learning experiences:

- Advise on methods of instruction most appropriate for course content.
- Provide plant tours and field experiences for students and teachers.
- Identify or suggest resource personnel to enrich the instructional content.
- Assist in establishing training stations for students to obtain appropriate occupational work experience.
- Assist in locating sample kits of raw materials, finished products, charts, posters, etc. for exhibit and instructional purposes in the classroom, lab, and shop.
- Assist in obtaining school equipment and supplies on loan, as gifts, or at special prices.
- Support Career & Technical Student Organizations by sponsoring incentives, prizes, and scholarships.
- Suggest qualified persons for teacher vacancies or as substitutes.
- Participate as a resource person to enhance the instructional process.

Assist in promoting education:

- Provide news stories concerning CTE programs to the local news media.
- Participate in multi-media programs designed to promote.
- Testify in support of career and technical education at meetings which may be called by local and state officials, boards, and legislative groups.
- Encourage other businesses to stimulate development of work experience programs.
- Build interest and understanding between the school and community organizations.
- Attend or present at the ACTE Conference.

An important activity of the members of an advisory committee is to arrange for program related tours and field experiences for students and teachers.

Provide recommendations...

Prepare an annual report for the local board of education stating the observations, findings, and recommendations of the committee majority. Remember to include supportive data.

Organization and Operation of an Advisory Committee

Considerable attention should be given to the careful selection of members of the local advisory committee.

Considerable attention should be given to the careful selection of members of the local advisory

Membership

It is suggested that the composition of the advisory committee includes leaders from industry, business, the professions, labor, the general public and students enrolled in Career & Technical Education (CTE) programs. Members need to make their living in areas related to the program.

It is suggested that the size of the committee be from 5-7 members (an odd number eliminates tie votes). There must be a minimum of three (3) members for program approval.

LEA faculty and administrators may serve as non-voting members of the committee. Business and industry members should make up the **MAJORITY** of the voting and non-voting committee members.

Organization and Operation of an Advisory Committee

Representation

Membership should include persons of different racial and ethnic groups, disabled, disadvantaged, men and women with backgrounds and experiences in gender issues in job training and employment, and gender stereotyping in CTE. Also, include women who are members of minority groups; they may have special knowledge of the problems of discrimination involving minority women.

Qualifications

The membership of the committee should include individuals who possess knowledge and work experiences which are representative of the occupational area served by the program, and are representative of the total community.

Characteristics

Candidates for membership should be civic-minded, cooperative, responsible and productive people who possess integrity. They should express interest, willingness, commitment and time availability to serve the advisory committee.

Selection

The members should be nominated by education, business, industry and labor leaders and the general public. Final appointment should rest on the school district board of education.

Length of Term and Member Replacement

The replacement of members should be on a regular and staggered basis according to the length of appointment established. Advisory committee members generally serve a three-year term; alternate terms of appointment of one, two, and three years may be considered. Contributing members can be asked to renew for subsequent three year terms.

Rotating committee membership helps prevent "burning out" valuable volunteers. Recruiting new members will also increase awareness of the program within the industry and the community.

Members should be representative of the labor market area and should include all types of businesses and industry and levels of responsibility therein.

Structuring the Committee's Leadership

The primary function of the Chair is to provide leadership at all meetings. Candidates for this position should demonstrate public speaking and human relations skills, as well as an ability to organize and conduct orderly and productive meetings.

The Chair, selected by the advisory committee members, shall not be an employee of the school. The Chair should involve all members to participate in the decision-making process. This will ensure the continued participation and interest of committee members.

The Vice-Chair is to serve in the absence of the Chair and to assist in the planning and development of all committee activities, including the regular meetings.

The Secretary plays an essential role on any productive, informed committee. The Secretary is responsible for recording the minutes of each meeting and for the timely preparation and mailing of the minutes, meeting agenda, and correspondence. These documents should be sent to all committee members, school administrators and other interested parties. The secretary should not be an employee of the school.

The Role of the Advisory Committee Sponsor
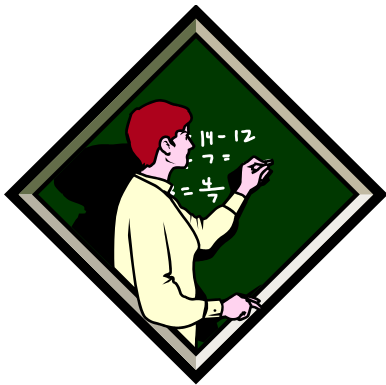
The Career & Technical Education instructor is an ex officio member of the advisory committee and is responsible for providing logistical support.

A Career & Technical Education coordinator/instructor or administrator should serve as an ex officio member of the committee to provide logistical support and represent the position of the school. The ex officio member should inform and orient committee members to the functions, objectives and philosophies of CTE. This member should be a non-voting member.

After the Chair has been selected, the CTE administrator or CTE coordinator/instructor should work cooperatively with the Chair in preparing and disseminating agendas, minutes, reports, and recommendations.

The role of the CTE sponsor as an ex officio member of the advisory committee is crucial to its success. The sponsor must serve as a catalyst to constantly move the committee forward without detracting from the prestige of the Chair or committee members and without assuming the direct, overt leadership of the committee. To accomplish this goal, the sponsor must be conscientious in planning and carrying out the many procedural requirements of committee work.

Policies and Procedures for the Advisory Committee

Operational Guidelines: A written set of policies outlining committee activities such as membership selection, term of appointment, standing or ad hoc committee responsibilities and membership duties should be developed locally and be relevant to local needs. Long range goals and objectives should be developed and reviewed annually.

Meeting Scheduling: A minimum of two meetings are to be conducted annually. However, more meetings may be necessary to effectively carry out the needs of the program. Goal oriented meetings will provide productive results and will ensure an efficient utilization of the time and potentiality of committee members.

It is highly recommended...

...that the advisory committee adopts **Robert's Rules of Order** as the parliamentary authority; any deliberative assembly can formally adopt written rules of procedure. Use parliamentary procedure to conduct all meetings, and select a parliamentarian to aid, advise and consult during meetings.

Agenda: An agenda should be prepared for each scheduled meeting and distributed to members before the meeting when the notice of a meeting is sent. The agenda should include:

- Roll call
- Introduction of guests
- Approval of minutes
- Special presentations
- Financial report (if any)

- Communications
- Committee reports
- Unfinished business
- New business

  Adjournment

For suggested agendas for the first and second meetings of the advisory committee, refer to page 15.

For suggested business items to be addressed, refer to pages **3-5**, Goals, Objectives and Activities of an Advisory Committee.

Policies and Procedures for the Advisory Committee

It is valuable to recruit new members regularly.

New members bring new ideas and perspectives

Call to Order and Adjournment: Meetings should have a definite starting and adjournment time. The Chair must make a strong effort to begin the meeting on time, move through the agenda in a businesslike manner allowing for sufficient discussion, and adjourn the meeting at the scheduled time.

Minutes: Minutes are kept by the committee secretary and distributed to the membership prior to the meeting to allow for review. Minutes and other advisory committee activity records should be filed with the local school board and made available for public review in a convenient location.

Accountability Report

The advisory committee should submit a written report annually to the local school board. This report should include specific recommendations, action taken and to be taken, and business/industry and labor trends that may have an effect on curriculum development and the delivery of education programs and services.

Recognizing the Work of the Advisory Committee

The committee should provide recognition for members who have contributed considerable time and effort to the advisory committee. An appropriate method might be the awarding of a certificate of appointment and certificate of appreciation of service signed and presented by the local school board. Releases to the news media on committee activity can also provide recognition. The following are additional suggestions for recognition of committee members:

Publications: The names and pictures of committee members should appear in school annuals, newspaper articles, brochures, etc.

Complimentary Tickets: In some settings, committee members may be provided with complimentary tickets to school functions as small tokens of appreciation of their efforts.

School Activities: Members may be asked to participate in a CTE employer/employee banquet, graduation or other school events.

Letters: Members should receive letters of appreciation at appropriate times, such as at the end of the year, at term end, holidays, etc.

Concluding Advice

- Hold meetings on a regular basis. **It is required that advisory committees meet at least two times a year**, more often as needed.

- A Career & Technical Education program coordinator/instructor or administrator cannot serve as Chair or serve in any other appointed position on the advisory committee.

- A CTE coordinator/instructor or administrator should serve as an *ex officio* member of the committee.

- Faculty and administrators should not serve as voting members of the committee (refer to *Ro/e of the Sponsor*, page 7). Business and industry members should make up the majority (at least 50%) of the committee members.

- Keep formal minutes of the advisory committee meetings. Advisory committee recommendations should be noted within the minutes, along with responses to any recommendations made.

- Adopt *Robert's Rules of Order*.

The advisory committee sponsor is encouraged to maintain contact with the individual members of the committee throughout the academic year. However, these individual meetings CANNOT REPLACE the required meetings scheduled for the committee majority in one location.

AGENDA

Example: Operational Guidelines

Article I-Name and Purpose

Section 1 The Career & Technical Education advisory committee shall exist only during such time as it may be authorized to serve by the duly constituted school board.

Section 2 The purposes and duties of the named advisory committee shall be to:

    a. _____

    b. _____

    c. _____

    d. _____

    e. _____

Article II-Business/Industry Advisory Committee Membership

Section 1 Appointments to the advisory committee shall be made by (appointing group)

Section 2 The advisory committee shall consist of a minimum of _____ members from the related industry in the community.

Section 3 The advisory committee membership shall be selected as representative of the interest in the area or region served.

Section 4 The term of appointment for members shall begin on _____.

Section 5 Members shall be appointed for terms of _____.

Article III-Leadership

Section 1 The officers of the advisory committee shall be the Chair, Vice-Chair, Secretary and other such officers as may be required.

Section 2 The election of officers shall be at the _(month)_ meeting each year. The officers shall be elected by a majority vote of the committee membership.

Section 3 The Chair shall:

    a. preside at all committee meetings

    b. appoint special subcommittees as needed

    c. work closely with the school staff administration in organizing committee activities

    d. represent the advisory committee at all meetings of the general advisory council

    e. assist in development of the CTE Program Improvement Plan for the Program Review

Section 4 The Vice-Chair shall perform the above duties in the absence of the Chair.

Section 5 The Secretary shall:

    a. keep records of attendance

    b. disseminate and organize minutes, meeting notices, agendas, and other documents

Section 6 The CTE teacher will serve as facilitator. The Facilitator shall:

    a. assist the Chair in organizing meetings

    b. assist the Secretary in disseminating minutes

    c. maintain a permanent record of all committee activities

Article IV — Meetings

Section 1 _(number)_ regular and/or special meetings of the advisory committee shall be held during the year.

Section 2 Notice of committee meetings shall be mailed to all members at least _(number)_ days before each meeting.

Section 3 Meetings shall be no more than _(number)_ hours in length unless such meetings are continued by the vote of committee membership.

Section 4 Agendas shall be prepared and disseminated by the facilitator.

Section 5 Standing or special subcommittees shall be appointed by the chair as the need arises.

Article V-Amendments

Section 1 These operational guidelines may be amended by a two-thirds majority vote of active members at any regular committee meeting, provided that notice of such proposed change has been included in the call of the meeting.

Selecting Members of the Career & Technical Education Advisory

1. Determine the number of members to serve on the CTE Advisory Committee. The committee should consist of 5-7 members from the community or school district. There must be a minimum of 3 members.

2. List potential members for the CTE Advisory Committee. It is suggested to compile a list of a larger number of people than the desired number of members. Someone may not elect to serve on the committee when invited.

3. Mail a letter to the desired number of potential members inviting them to become a member of the advisory committee. (**See examples of letters of invitation and intent, page 14.**)

4. If someone from the first round of invitations does not agree to serve, repeat step 3 until the desired number of committee members has been reached. (If parents and/or students are included as members, they should be in addition to the 3-5 business and industry representatives.)

Business/Industry Representatives

Name_____

Name of Business _____

Job Title_____

Address _____

_____

Type of org/business _____

Telephone Number _____

Name_____

Name of Business _____

Job Title_____

Address _____

_____

Type of org/business _____

Telephone Number _____

Name_____

Name of Business _____

Job Title_____

Address _____

_____

Type of org/business _____

Telephone Number _____

Name_____

Name of Business _____

Job Title_____

Address _____

_____

Type of org/business _____

Telephone Number _____

Name_____

Name of Business _____

Job Title_____

Address _____

_____

Type of org/business _____

Telephone Number _____

Name_____

Name of Business _____

Job Title_____

Address _____

_____

Type of org/business _____

Telephone Number _____

Name_____

Name of Business _____

Job Title_____

Address _____

_____

Type of org/business _____

Telephone Number _____

Name_____

Name of Business _____

Job Title_____

Address _____

_____

Type of org/business _____

Telephone Number _____

Name_____

Name of Business _____

Job Title_____

Address _____

_____ Telephone Number _____

Type of org/business _____

July 15, 2004

Anytown High School

6590 Oceanside Dr.

Anytown, AR 68621

Dear:_____

The Anytown High School is committed to excellence in its Computer Operations program. To help us achieve this aim, we reach out to leaders and to parents and students in our community, and ask them to work with us in improving our education curriculum and facilities.

Your name has been suggested for possible membership on our Advisory Committee. By participating in this committee, you will have an opportunity to guide the Anytown High School in preparing students for entry-level jobs or postsecondary education in career and technical education.

The Advisory Committee will meet four times during the school year. Meetings are usually held at 7:00pm in the school library. In addition, information calls upon committee members are occasionally made, as the need arises.

If you are interested in serving on this committee, please complete the attached Letter of Intent and return it to me at your earliest convenience. Please do not hesitate to call me if you have any questions.

Sincerely,

Sample Letter of Intent

_____ YES, I wish to become a member of the CTE Advisory Committee at Anytown High School.

_____ NO, I do not wish to become a member of the CTE Advisory Committee at Anytown High School.

If YES, please provide the following information.

Check one: _____ Business/Industry Representative

                            _____ Parent

                            _____ Student

Home Address: Business Address:

_____   _____

_____   _____

_____   _____

_____   _____

Phone: _____   Phone: _____

Name of Business: _____

Job Title: _____

Type of Organization/Business: _____

Signature: _____

Date: _____

Suggested Agenda for First Meeting

- School district representative on the committee serves as temporary chair and appoints temporary secretary

- Introduce all persons in attendance

- Temporary chair explains the purpose and functions of an advisory committee and the activities with which it will be charged. A representative of the board of education, possibly the superintendent, informs committee of their relationship to the district. Duplicated copies of the school board's statement of policy should be distributed.

- The temporary chair may distribute a sample of rules of operations, such as:
  - Time and length of meetings
  - Method of notifying members
  - Method of calling special meetings
  - Assessment form for use in evaluations
  - Adopt constitution (first or second meeting)
  - Adopt **Robert's Rules of Order**
  - Elect officers (first or second meeting)
  - Set priorities

- The temporary chair suggests program areas most urgently in need of immediate evaluation

- The committee sets date, time, and place of next meeting indicating that permanent officers will be elected at that time

- Tour of facilities

- Adjournment

Suggested Agenda for Second Meeting

- Temporary chair calls meeting to order

- Roll call by temporary secretary

- Minutes

- Election of permanent officers; temporary officers serve until end of meeting

- Representative of school district describes career and technical education programs in the school

- Adopt operational guidelines (**see page 11**)

- Determine permanent rules of operation which should include meeting time, place, and dates

- Plan long-range program of work

- Set up priority of areas to be considered

- Assess career and technical education program components and requirements; make recommendations

  – Assess course competencies

  – Assess course outlines

  – Assess career development skills

  – Assess textbooks, software and other instructional material

  – Assess program's existing technology and future requirements

  – Make recommendations based on these assessments

- Establish committees to assess the program components

- Arrange for Executive Committee meeting before next regular meeting

- Explain present Career and Technical Education program

- Adjournment

Example Form for Minutes of Meeting

The meeting was held <u>(month-day-year)</u> at <u>(location).</u>

The following were in attendance:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Subject _____

Action _____

Subject _____

Action _____

Subject _____

Action _____

Subject _____

Action _____

Subject _____

Action _____

Special Notes:

_____

_____

_____

Example of Minutes

The date of the next meeting (month-day-year) at (location).

The meeting was held 3/24/04 at Caldwell High School Conference Room #1.

The following were in attendance:

John Preston, Chair
Darren Allen Secretary
Elizabeth Park
Diana Long, Facilitator
Barbara Cook
Larry Kert
Owen Clark
Carl Reed
Jean Shepard

   I. Review laboratory facilities and equipment

      Update equipment to reflect emphasis on modern technology.

      More work stations are needed.

  II. Review course of study

      With more work stations, the learning process would move more efficiently. Now students must learn one at a time.

 III. Student enrollment
      The program has seen 30 % increase in enrollment over the past three years. Industry wants more graduates. With more stations, we could boost public relations to attract more students.

 IV. New trends in the occupational area
      Modern equipment and technology continue to dominate the industry.

  V. Employment outlook: Excellent

 VI. New business
      May wish to begin exploring training programs in technology

VII. Recommendations
      Invite one or more representative of modern technology to join the committee to advise on trends. Seek donations and funds to expand modern technology. Invite industry representatives to speak to exploratory students.

Date of next meeting: 8/27/04 at Computer Tech Industries Conference Room.
Special notes: Please review and evaluate new course syllabi distributed at the close of the meeting.

MICROSOFT IT ACADEMY AND MOS CERTIFICATION

We are excited once again to be partnering with Microsoft and Certiport to offer Microsoft IT Academy curriculum and MOS Certification testing at no cost to Arkansas school districts. ***ALL*** Arkansas school districts can utilize the IT Academy curriculum at no cost. Training on Microsoft IT Academy will be held during the ABEA and ACTE conference times at the Hot Springs High School. Teachers do not have to pay registration for either conference to attend this training. Contact the state office at 501-682-1768 if you do not know your school's access code and for instructions for setting up your account.

The certification testing is again being delivered through Certiport. Contact the state office at 501-682-1768 for your school's access information. Some schools will receive a site license for the testing, others will receive vouchers. Certification vouchers will not be unlimited so it is very important that schools communicate early about their testing needs so we can either issue a site license or issue an adequate number of vouchers so that all Arkansas students have the opportunity to receive Microsoft certifications.

Certifications can be earned for Microsoft Office Specialist (MOS), Microsoft Technology Associate (MTA), or Microsoft Certified Educator, as well as these areas:

Microsoft Office Specialist (MOS):
418: Word 2013 Core
420: Excel 2013 Core
422: PowerPoint 2013
424: Access 2013
419: Word 2013 Expert P1
420: Word 2013 Expert P2
421: Excel 2013 Expert P1
422: Excel 2013 Expert P2
423: Outlook 2013
425: SharePoint 2013
426: OneNote 2013

Microsoft Certified Educator Exam (MCE)

Microsoft Technology Associate (MTA):
98-349: MTA: Windows Operating System Fundamentals
98-361: MTA: Software Development Fundamentals (C#)
98-361: MTA: Software Development Fundamentals (VB)
98-363: MTA: Web Development Fundamentals (C#)
98-363: MTA: Web Development Fundamentals (VB)
98-364: MTA: Database Fundamentals
98-365: MTA: Windows Server Administration Fundamentals

98-366: MTA: Networking Fundamentals
98-367: MTA: Security Fundamentals
98-372: MTA: Microsoft .NET Fundamentals (C#)
98-372: MTA: Microsoft .NET Fundamentals (VB)
98-374: MTA: Gaming Development Fundamentals (C#)
98-374: MTA: Gaming Development Fundamentals (VB)
98-375: MTA: HTML5 Application Development Fundamentals
98-379: MTA: Software Testing Fundamentals (C#)
98-379: MTA: Software Testing Fundamentals (VB)

The Gmetrix training piece is not being offered for free this year, but it is very beneficial for the students. You can purchase a ten-seat license or a full-site license through Certiport. This can be part of your Perkins plan if you choose to utilize Perkins funds for this training piece.

2015-2016 GMETRIX PRICING		
Type of License	*Price if Purchased by August 31, 2015*	*Price if Purchased After August 31, 2015*
10-Seat	$ 590.75	$ 590.75
Full-Site	$1,195.00	$1,827.50

Industry Certification	Management	Office Administration	Accounting	Business Finance	Insurance and Risk Management	Securities and Investments	Banking	Travel and Tourism	Lodging Management	Digital Communications	Web Design	Programming	Oracle	Marketing Tech and Research	Entrepreseurship
Adobe Flash										✓					
Adobe Photoshop										✓					
Adobe Dreamweaver										✓					
Adobe Premiere Pro										✓					
MOS Word	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MOS Excel	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MOS PowerPoint	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MOS Access	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MOS Outlook	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
IC3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W!SE Financial Literacy	✓	✓	✓	✓	✓	✓	✓							✓	✓
Oracle SQL													✓		
CIW-Internet Bus. Assoc.											✓				
CIW-Site Dev. Assoc.											✓				

Business/Marketing Technology

Industry Recognized Credential Pathways

Certification	Grade Level	Description of Certification
IC^3	7th or 8th	To become IC^3 (Internet and Computing Core Certification) certified, candidates need to pass three exams (Computer Fundamentals, Key Applications, and Living Online) that test computer knowledge and skills through knowledge-based questions and performance-based tasks.
MOS or Microsoft Office Specialist	9th through 12th	To become a Microsoft Office Specialist, candidates need to pass an exam for each Microsoft Office application (e.g. Word, Excel, PowerPoint, Access, and Outlook) for which they would like to become certified. Exams are performance-based using concurrent exam technology.
MCAS or Microsoft Certified Application Specialist	9th through 12th	To become a Microsoft Certified Application Specialist, candidates need to pass an exam for each Microsoft Office 2007 application (e.g. Word, Excel, PowerPoint, Access) for which they would like to become certified. Exams are performance-based using concurrent exam technology.
ORACLE Academy	11th and 12th	Two Certifications: 1. Oracle 9i – SQL Certification – Completion of Database Design and Programming and pass exam. 2. Oracle Certified Association – Pass the Oracle 9i – SQL exam, Complete Database Application Development and pass exam.
CIW Associate	11th and 12th	To become CIW certified at the associate level candidates must pass the CIW Foundations exam which covers foundational Internet and IT knowledge.
Adobe Certification	10th, 11th, and 12th	Adobe certifications include Dreamweaver, Flash, Photoshop and Premiere Pro.
W!SE Financial Literacy Certification	10th, 11th, and 12th	W!SE certification addresses the urgent need for financial literacy and education.

*STUDENT ORGANIZATIONS

The career and technical student organization(s) (CTSO):

- shall be an integral part of the career and technical education program(s) offered in each school and shall follow the applicable guidelines, goals, objectives, and shall participate in activities of the appropriate state and/or national student organization for each program;
- shall be optional for Career Orientation;
- shall be supervised by vocational personnel in the applicable occupational area.

*quote from Arkansas Department of Career Education Policies and Procedures

DATES TO REMEMBER
ARKANSAS DECA 2015-2016

June 10, 2015
DECA State Officers visit Camp Aldersgate to learn more about MDA
Little Rock

September 3-4 , 2015
Marketing In-service
Mount Magazine
Paris

September 13-14, 2015
DECA Fall State Executive Council Meeting
Chancellor Hotel
Fayetteville

October 5, 2015
NWA Fall Leadership Conference
Bentonville High School
Bentonville

October 22, 2015
Central Arkansas Fall Leadership Conference
Pulaski Technical College
North Little Rock

November 20-22, 2015
DECA Power Trip
Austin, TX

January 10-11 , 2016
DECA Spring State Executive Council Meeting
Chancellor Hotel
Fayetteville

March 6-7, 2016
Arkansas DECA State Career Development Conference
Chancellor Hotel
Fayetteville

March 13-14 or 20-21, 2016*
DECA Officer Training
TBA*

April 23-26, 2016
DECA International Career Development Conference
Nashville, Tennessee

***Tentative Dates**

DECA
STATE OFFICERS
2015-2016

Chase Hunter	President	Bentonville	Michelle Shaffner 1801 Southeast J Street Bentonville, AR 72712 479-254-5100
Mary Kate Fisher	VP for Civic Consciousness	Alma	Sherry Siler PO Box 2139 Alma, AR 72921 479-632-2162
Kathryn Senia	VP for Finance	Alma	Sherry Siler
Diana Carrillo	VP for Communications	Clarksville	Melinda Gould 1703 Clark Road Clarksville, AR 72830 479-705-3212
Kate Hedgecock	VP for Membership	Bentonville	Michelle Shaffner

State Advisor – Gail Betts
State Chairman – Jim Brock
Arkansas Department of Career Education
#3 Capitol Mall
Luther Hardin Building Suite 502
Little Rock, AR 72201
501-682-1768
carolyn.betts@arkansas.gov

2015-2016 SECONDARY MARKETING TECHNOLOGY ADVISORS DIRECTORY

SCHOOL	ADDRESS	COUNTY	TEACHER	SCHOOL PHONE
Alma High School	PO Box 2139 Alma, AR 72921	Crawford	Ms. Sherry Siler sbs61@yahoo.com Mr. Ross White rwhite@almasd.net	479-632-2162 (fax) 479-632-5070
Arkadelphia High School	401 High School Drive Arkadelphia, AR 71923	Clark	Mr. David Gustaveson gustaveson@apsd.k12.ar.us	870-246-1125 x728 (fax) 870-246-1154
Arkansas High School	1500 Jefferson Ave Texarkana, AR 71854	Miller	Ms. Teresa Heflin teresa.heflin@tasd7.net	870-774-7641 (fax) 870-773-8408
Beebe High School	1201 West Center St. Beebe, AR 72012	White	Megan Churchwell megan.churchwell@badger.k12.ar.us	501-882-5463 (fax) 501-882-8404
Bentonville High School	1901 SE "J" St. Bentonville, AR 72712	Benton	Ms. Michelle Schaffner mschaffner@bentonvillek12.org	479-254-5100 (fax) 479-271-1139
Bryant High School	200 NW 4th Bryant, AR 72022	Saline	Ms. Myra Paulk mpaulk@bryantschools	501-847-5611 (fax) 501-847-5612
Clarksville High School	1703 Clark Road Clarksville, AR 72921	Johnson	Ms. Melinda Gould mgould@mail.cps.k12.ar.us	479-705-3207 (fax) 479-754-2492
Crossett High School	301 West 9th Avenue Crossett, AR 71635	Ashley	Ms. Suzanne Ballard sballard@csd.k12.ar.us	870-364-2625 (fax) 870-364-4792
El Dorado High School	501 Timberlane Drive El Dorado, AR 71730	Union	Ms. Jackie Phillips jphillip@ehs.scsc.k12.ar.us	870-864-5127 (fax) 870-863-3309
Elkins High School	349 N. Center Elkins, AR 72727	Washington	Ms. Amanda Coleman acoleman@eklinsdistrict.org	479-643-3381 (fax) 479-643-2726
Farmington High School	278 W. Main Street Farmington, AR 72730	Washington	Ms. Meagan Disney mdisney@farmcards.org	479-266-1860 (fax) 479-267-6065
Fayetteville High School	1001 West Stone Street Fayetteville, AR 72701	Washington	Ms. Linda Clay lclay@fayar.net	479-444-3050x116 (fax) 479-444-3056
Forrest City High School	467 Victoria Street Forrest City, AR 72335	St. Francis	Ms. Carla Hill carla.hill@frcsd.grsc.k12.ar.us	870-633-1464 (fax) 870-261-1844
Fort Smith/Northside High School	2301 North B Street Fort Smith, AR 72901	Sebastian	Ms. Jennifer Craig jcraig@fortsmithschools.org	479-783-6882 (fax) 479-783-6882
Fort Smith/Southside High School	4100 Gary Avenue Fort Smith, AR 72901	Sebastian	Ms. Adina Boatright aboatrig@fortsmithschools.org	479-646-5123 (fax) 479-646-2413
Gravette High School	607 Dallas Street SE Gravette, AR 72736	Benton	Mr. Bob Johnson bjohnson@lions.k12.ar.us	479-787-4180 (fax) 479-787-4188
Harrison High School	925 Goblin Drive Harrison, AR 72601	Boone	Mr. Chris Dorman cdorman@gobs.k12.ar.us	870-741-0560 (fax) 870-741-2606
Huntsville High School	PO Box 1377 Huntsville, AR 72740	Madison	Ms. Angela Witt awitt@1hsd.org	479-738-2500 (fax) 479-738-2849
Jonesboro High School	301 Hurricane Drive Jonesboro, AR 72401	Craighead	Ms. Dana Rockwell dana.rockwell@jonesboroschools.net	870-935-2381 (fax) 870-933-5812
Little Rock/Central High School	1500 S. Park Street Little Rock, AR 72202	Pulaski	Ms. Mary Tippin Mary.tippin@lrsd.org	501-447-1441 (fax) 501-447-1401
Little Rock/Fair High School	13420 David O. Dodd Rd. Little Rock, AR 72210	Pulaski	Ms. Shanda Macon shanda.macon@lrsd.org	501-447-1700 (fax) 501-228-3133
Little Rock/Hall High School	6700 H Street Little Rock, AR 72205	Pulaski	Mr. John Belford johnIII.Belford@lrsd.org	501-447-1925 (fax) 501-447-1901
Little Rock/McClellan High School	9417 Geyer Springs Rd. Little Rock, AR 72209	Pulaski	Ms. Renita Bullard renita.bullard@lrsd.org	501-447-2207 (fax) 501-447-2101
Ozark Mountain School District	PO Box 69 St. Joe, AR 72675	Searcy	Mr. Cody Hudson chudson@omsd.k12.ar.us	870-439-2213 (fax) 870-439-2604
Prairie Grove High School	840 North Mock Prairie Grove, AR 72736	Washington	Ms. Tracie Laird tracy.laird@pgtigers.org	479-846-4212 (fax) 479-846-4207
Pulaski/Jacksonville High School	2400 Linda Lane Jacksonville, AR 72076	Pulaski	Mr. Jurel Guffey jurelguffey@aol.com	501-982-2128 (fax) 501-982-1692
Pulaski/N. Pulaski High School	718 Harris Road Jacksonville, AR 72076	Pulaski	Ms. Debora Harris deboramitchell @yahoo.com	501-982-9436 (fax) 501-241-2256

SCHOOL	ADDRESS	COUNTY	TEACHER	SCHOOL PHONE
Pulaski/Maumelle High School	100 Victory Lane Maumelle, AR 72118	Pulaski	Ms. Michelle Camp mcamp0893@pcssd.org	501-851-5350x119 (fax) 501-851-5356
Pulaski/Robinson High School	21501 Hwy. 10 Little Rock, AR 72212	Pulaski	Ms. Lawana Harris lharris6346@pc	501-868-2400x40 (fax) 501-868-2405
Pulaski/Sylvan Hills High School	484 Bear Paw Rd. Sherwood, AR 72120	Pulaski	Ms. Josephine Hagood josephine.hagood@yahoo.com	501-833-1100 (fax) 501-833-1104
Rogers High School	2300 S. Dixieland Rogers, AR 72756	Benton	Mr. Tom Woodruff twoodruf@rhs.k12.ar.us	479-636-2202 (fax) 479-631-3554
Rogers/Heritage High School	1114 S. Fifth Street Rogers, AR 72756	Benton	Mr. Jeff Shaw jshaw@rhs.k12.ar.us	479-631-3579 (fax) 479-631-3580
Russellville High School	2203 S. Knoxville Russellville, AR 72802	Russellville	Ms. Kate Harness kate.harness@rsdmail.k12.ar.us	479-968-3151 (fax) 479-968-4264
Springdale/Har-Ber High School	300 Jones Rd. Springdale, AR 72762	Washington	Ms. Christine Watts cwatts@sdale.org	479-750-8777 (fax): 479-360-4250
Springdale High School	1103 W. Emma Avenue Springdale, AR 72764	Washington	Ms. Cindy Whitaker cwhitaker@sdale.org Ms. Tracy Reed treed@sdale.org	479-750-8832 (fax) 479-750-8811
Stuttgart High School	2501 S. Main Stuttgart, AR 72160	Arkansas	Ms. Andrea Erwin aerwin@stuttgartschools.org	870-674-1322 (fax) 870-673-7337
Vilonia High School	1164 Main Street Vilonia, AR 72173	Vilonia	Ms. Debby Mauldin deborah.mauldin@viloniaschools.org	501-796-2111 (fax) 501-796-8895
Washington Academy Charter School	3512 Grand Texarkana, AR 71854		Ms. Teresa Dow teresa.dow@tasd7.net	870-772-4792 (fax) 870-774-2185
West Fork High School	359 School Avenue West Fork, AR 72774	Washington	Ms. Tracy Laird tlaird@westfork.k12.ar.us	479-839-3131 (fax) 479-839-8412
Western Grove High School	300 School St. Western Grove, AR 72685	Newton	Cody Hudson Chudson@omsd.k12.ar.us	870-429-5215 (fax) 870-429-5276
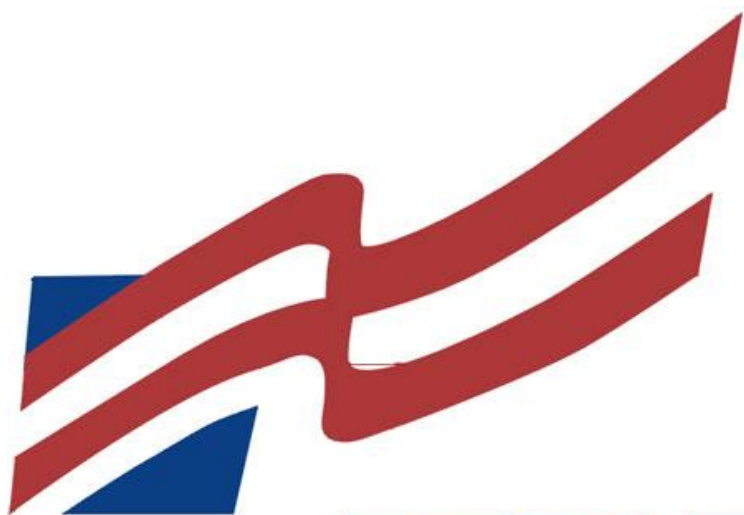
ARKANSAS FUTURE BUSINESS LEADERS OF AMERICA
2015-2016 Dates

District I

Middle Level Fall Conference	September 28, 2015, Fort Smith Convention Center
Senior High Fall Conference	September 28, 2015, Fort Smith Convention Center
Middle Level Spring Conference	May 4, 2016, Fort Smith Convention Center
Senior High Spring Conference	January 20, 2016, Fort Smith Convention Center

District II

Middle Level Fall Conference	October 7, 2015, ASU Convocation Center, Jonesboro
Senior Level Fall Conference	October 7, 2015, ASU Convocation Center, Jonesboro
Middle Level Spring Conference	May 5, 2016, Nettleton Performing Arts Center, Jonesboro
Senior Level Spring Conference	January 28, 2016, Nettleton Performing Center, Jonesboro

District III

Middle Level Fall Conference	October 7, 2015, Pine Bluff Convention Center, Pine Bluff
Senior High Fall Conference	October 7, 2015, Pine Bluff Convention Center, Pine Bluff
Middle Level Spring Conference	April 29, 2016, Pine Bluff Convention Center
Senior High Spring Conference	January 27, 2016, Pine Bluff Convention Center, Pine Bluff

District IV

Middle Level Fall Conference	October 6, 2015, Henderson State University, Arkadelphia
Senior High Fall Conference	October 7, 2015, UACCH, Hope
Middle Level Spring Conference	April 27, 2016, UACCH, Hope
Senior High Spring Conference	February 3, 2016, UACCH, Hope

District V

Middle Level Fall Conference	October 21, 2015, UCA Conway
Senior Level Fall Conference	October 6, 2015, ATU, Russellville
Middle Level Spring Conference	May 4, 2015, UCA
Senior Level Spring Conference	February 1, 2016, UCA

District VI

Senior Level Fall Conference	October 9, 2015, ASUMH, Mountain Home
Senior Level Spring Conference	January 22, 2016, ASUMH, Mountain Home

District VII

Senior Level Fall Conference	October 6, 2015, Springdale High School Performing Arts Center, Springdale
Senior Level Spring Conference	January 26, 2016, Fayetteville Town Center, Fayetteville

STATE DATES

National Fall Leadership Conference	November 13-14, 2015, Charleston, SC
National Fall Leadership Conference-Middle Level	November 13-14, 2015, Charleston, SC
Midyear Executive Council	December 6-7, 2015, Little Rock
State Leadership Conference	April 4-5, 2016, Little Rock
State Officer Training	June 6-8, 2016, Lake Point, Russellville, AR
National Leadership Conference	June 29 – July 2, 2016, Atlanta, Georgia

2015 - 2016 FBLA State Officers/Advisers Directory
June 2015

State President: Jordan Lee
jordanlee2299@yahoo.com

School Address	Adviser	
	Nettleton High School	Bobbie Timmermann
	4201 Chieftain Lane	Phone: (870) 910-7805 ext 243
	Jonesboro, AR 72401	bt@nettletonschools.net
	Phone: (870) 910-7805	
	Fax: (870) 910-7804	

Treasurer: Trevor Jones
trevorj330@gmail.com

School Address	Adviser	
	Booneville High School	Thresa Brown
	945 N. Plum Street	Phone: (479) 675-3277
	Booneville, AR 72927	thresa.brown@boonevilleschools.com
	Phone: (479) 675-3277	
	Fax: (479) 675-3214	

Secretary: Bailey Williams
bwilliams@msd.gaggle.net

School Address	Adviser	
	Marmaduke High School	Tina Vangilder
	1010 Greyhound Drive	Phone: (870) 476-8900
	Marmaduke, AR 72443	tvangilder@msd.gaggle.net
	Phone: (870) 597-2723	
	Fax: (870) 597-4693	

Reporter: Emily Richey
erichey17@parisschools.org

School Address	Adviser	
	Paris High School	Angie Hutson
	2000 E. Wood Street	Phone: (479) 847-5358
	Paris, AR 72855	ahutson@parisschools.org
	Phone: (479) 963-3243	
	Fax: (479) 208-7554	

Parliamentarian: Maggie Haney
mhaney16@parisshools.org

School Address	Adviser	
	Paris High School	Angie Hutson
	2000 E. Wood Street	Phone: (479) 847-5358
	Paris, AR 72855	ahutson@parisschools.org
	Phone: (479) 963-3243	
	Fax: (479) 208-7554	

District I State Vice President: Kaleb Posey
kaleb.posey@menaschools.org

School Address	Adviser	
	Mena High School	Molly Lindsey
	P.O. Box 1810	Phone: (479) 234-1970
	Mena, AR 71953	molly.lindsey@menaschools.org
	Phone: (479) 394-1144	
	Fax: (479) 394-1145	

District II State Vice President: Tyler Peters

tlp2016@gmail.com

Piggott High School	P O Box 387	Stacey Peters
	Piggott, AR 72454	Phone: (870) 598-3815
	Phone: (870)598-3815	stacey.peters@piggottschools.net
	Fax: (870)598-1560	

District III State Vice President: Tori McKinnon

Victoria.mckinnon@smackover.net

Smackover High School	#1 Buckaroo Lane	Tammy Ward
	Smackover, AR 71762	Phone: (870) 725-4186
	Phone: (870) 725-3132	tammy.ward@smackover.net
	Fax: (870) 725-1250	

District IV State Vice President: Malorie Martin

malymo@ymail.com

Murfressboro High School	P.O. Box 339	Carie Maroon
	Murfreesboro, AR 71958	Phone: (870) 285-5400
	Phone: (870) 285-2201	carie.maroon@rattlers.org
	Fax: (870) 285-2276	

District V State Vice President: Harleigh Lagasse

Harleigh.lagasse@gptbirds.org

Guy-Perkins High School	492 Hwy 25 N	Julie Rippy
	Guy, AR 72061	Phone: (501) 294-9311
	Phone: (501) 679-3507	julie.rippy@gptbirds.org
	Fax: (501) 679-3508	

District VI State Vice President: Emma Nichols

emnichols@cotterschools.net

Cotter High School	P.O. Box 70	Andrea Kray
	Cotter, AR 72626	(870) 404-3800
	Phone: (870) 435-6171	akray@cotterschools.net
	Fax: (870) 435-1300	

District VII State Vice President: Jace Russ

jace_russ@yahoo.com

Gravette High School	325 Lion Drive	Harry Almond
	Gravette, AR 72736	Phone: (479) 719-1306
	Phone: (479) 787-4100	harry.almond@gravetteschools.net
	Fax: (479) 787-4108	

DISTRICT COORDINATORS

District I Coordinator: Ms. Kelley Todd

ktodd@fortsmithschools.org	4100 Gary	
Southside High School	Fort Smith, AR 72903	
	Phone: (479) 646-6415	
	Fax: (479) 648-8204	

District II Coordinator:

	Ms. Bobbie Timmermann	
bt@nettletonschools.net	4201 Chieftain Lane	
Nettleton High School	Jonesboro, AR 72401	
	Phone: (870) 910-7805 Ext. 243	
	Fax: (870) 910-7804	

District III Coordinator: Carole Anderson		
canderson@dewitt.k12.ar.us	1614 South Grandview	
DeWitt High School	DeWitt, AR 72042	
	Phone: (870) 946-4661	
	Fax: (870) 946-2746	
District IV Coordinator: Will Harris		
wharris@ashdownschools.org	171 S. Locust Street	
Ashdown High School	Ashdown, AR 71822	
	Phone: (870) 898-3562	
	Fax: (870) 898-4452	
District V Coordinator: Megan Johnson		
mjohnson@rbsd.k12.ar.us	124 School Road	
Rose Bud High School	Rose Bud, AR 72137	
	Phone: (501) 556-5404	
	Fax: (501) 556-6005	
District VI Coordinator: Andrea Kray		
akray@cotterschools.net	198 Mabel Street	
Cotter High School	Cotter, AR 72626	
	Phone: (870) 435-6323	
	Fax: (870) 435-1300	
District VII Coordinator: Angie Kichline		
akichline@elkinsdistrict.org	Elkins High School	
	349 N. Center Street	
	Elkins, AR 72727	
	Phone: (479) 643-3381	
	Fax: (479) 643-2726	
STATE STAFF		
State Adviser: Kim Bayliss		
	Business/Marketing Technology	
	3 Capitol Mall- Room 502D	
	Little Rock, AR 72201	
	Phone: (501) 682-1768	
	Fax: (501) 682-1268	
	kimalee.bayliss@arkansas.gov	
State Chairman: Jim Brock		
	Business/Marketing Technology	

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DATES TO REMEMBER

2015-2016 Conferences

AR ACTE Convention.....................Hot Springs, AR .... July 26-28, 2015
www.arkansas-acte.org

ABEA Convention..........................Hot Springs, AR .... July 28-29, 2015
www.abea.us

ACTE National..............................New Orleans, LA.... Nov 19-Dec 22, 2015
Convention
www.acteonline.org

NBEA/SBEA Convention ....Chicago, IL ....March 31- April 4, 2016
www.nbea.org
www.sbea.us

AR ACTE / ABEA Convention ....Hot Springs, AR ....July 31-Aug 2, 2016

Arkansas Business Education Association

Membership Form 2015-2016

Go to:

http://www.registermychapter.com/beamem/ar/reg/
to register online.

Visit the ABEA website for conference and scholarship information and other details.
http://www.abea.us/

State membership is $20.00

Arkansas Association for Career & Technical Education

Membership Form 2015-2016

Go to:

https://www.acteonline.org/
to register online.

First you must scroll down and click on the appropriate link in the "Join or Renew" box. You will have to enter an ACTE ID, if you do not have one, click "Create an account." Fill out the information and then ACTE will email you an ACTE ID which you can then use to enter your registration information.

Call ACTE at 1-800-826-9972 for help with registration.

Membership is $20.00 for state and $80.00 for National.
Total membership is $100.00.

NATIONAL BUSINESS EDUCATION ASSOCIATION
MEMBERSHIP APPLICATION

Join Today and Increase Your Professional Expertise!

IMPORTANT: List both home and business contact information. Please indicate your mailing preference.

☐ Home   ☐ Business

Name	Institution/Organization
Home Address	Address
City	City
State	State
Zip	Zip
Telephone	Telephone
E-mail	E-mail

MEMBERSHIP SERVICES

- Professional journals and publications:
  - NBEA's journal, *Business Education Forum*
  - NBEA's newsletter, *Keying In*
  - NBEA *Yearbook*
  - Special publications and promotional items
  - Curriculum standards and resources
- $250,000 professional liability insurance
- Annual national convention
- Regional association membership
- Regional conventions
- Online Jobs Forum
- Legislative advocacy
- Business-industry link
- Insurance programs
- Professional awards program
- International Society for Business Education (ISBE)
- MasterCard program

MEMBERSHIP CLASSIFICATION

☐ Professional .... $ 80
☐ Professional/International Society for Business Education (ISBE) $110

Membership dues include a $20 subscription to Business Education Forum. Subscriptions are not available to nonmembers. NBEA dues are not tax deductible as a charitable contribution for federal income tax purposes; however, they may be deducted as a business expense under other provisions of the Internal Revenue Service Code.

METHOD OF PAYMENT

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